



Master of Science in Counseling (MSC)

Syllabus

Standardized Testing and Individual Assessment - MSC 515

Summer Semester 2023

3 Credit Hours

Dates:	May 1 – August 18, 2023
Day/Time:	Online/Distance Learning Asynchronous – Moodle Classroom
Instructor:	Dr. Sachin Jain & Derek Smith, Ph.D.
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I. COURSE DESCRIPTION

- A. A broad, practical overview of assessment, evaluation, and diagnostic formulation. Varied approaches to gathering reliable and valid data (the clinical interview, a social history, the mental status examination, and standardized testing instruments) are examined. Particular attention is given to the variable, statistical, and psychometric features of each format, as well as to accepted standards of practices for each format.
- B. Methods of Instruction: This course will be taught as an asynchronous graduate course with various methods of interaction including lecture slides and group discussion, and written projects. It is expected that students will have read all readings and be prepared to engage in a conversation regarding major points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thinking, integrating information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

II. COURSE OBJECTIVES/ANTICIPATE STUDENT COMPTENCIES

- A. Upon completion of this course, the successful student will be able to:

1. Describe the basic concepts of psychological testing (S2.F.7.f). Each student's acquisition of the knowledge base for this objective will be assessed via discussion assignments and test evaluation papers.
2. Describe and critique the field of psychological testing and the typical uses of psychological tests (S2.F.7.i). Each student's acquisition of the knowledge base for this objective will be assessed via assessment reflection papers, test evaluation papers and class discussion participation.
3. Learn where to find the various psychological tests that are available and learn where to find pertinent information about the tests that you might want to use or are exposed in practice (S2.F.7.a). Each student's acquisition of the knowledge base for this objective will be assessed test evaluation papers and via class discussion participation.
4. Understand and apply the foundational concepts of norms, reliability, validity, and test development (S2.F.7.h). Each student's acquisition of the knowledge base for this objective will be assessed via assessment reflection papers, test evaluation papers, and class discussion participation.
5. Understand, describe, and critique some the various tests that are available in the following testing categories: intelligence, mental ability, achievement, personality, clinical instruments, interests, and attitudes (S2.F.7.g). Each student's acquisition of the knowledge base for this objective will be assessed via test evaluation papers, assessment reflection papers, and class discussion participation.
6. Contemplate and apply the ethical and legal issues involved in the field of psychological testing (S2.F.7.m). Each student's acquisition of the knowledge base for this objective will be assessed via class discussion participation.

B. CACREP Standards

1. historical perspectives concerning the nature and meaning of assessment and testing in counseling (S2.F.7.a).
2. methods of effectively preparing for and conducting initial assessment meetings (S2.F.7.b).
3. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7c).
4. procedures for identifying trauma and abuse and for reporting abuse (S2.F.7.d).
5. use of assessments for diagnostic and intervention planning purposes (S2.F.7.e).
6. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (S2.F.7.f).
7. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (S2.F.7.g).
8. reliability and validity in the use of assessments (S2.F.7.h).
9. use of assessments relevant to academic/educational, career, personal, and social development (S2.F.7.i).
10. use of environmental assessments and systematic behavioral observations (S2.F.7.j).

11. use of symptom checklists, and personality and psychological testing (S2.F.7.k).
12. use of assessment results to diagnose developmental, behavioral, and mental disorders (S2.F.7.l).
13. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (S2.F.7.m).

III. PREREQUISITS TO THIS COURSE and/or REQUIREMENTS THIS COURSE FILLS

- Prerequisites: MSC 500, MSC 512, MSC 516, and MSC 517.
- Requirements that this course fulfills: required course for MSC students

IV. REQUIRED and/or RECOMMENDED TEXTS AND COURSE MATERIALS

- Sheperis, C., Drummond, R., & Jones, K. (2019). *Assessment procedures for counselors and helping professionals*. Pearson Education, Inc.
- <https://uprovidence.textbookx.com/institutional/index.php?action=browse#/books/3756562/>
- American Psychological Association. (2020). *Publication manual*. (7th ed.). Washington, DC: Author. (Recommended)

V. COURSE REQUIREMENTS

A. **Assessment Reflection Paper (200 PTS; DUE 6/25/2023, 11:59p Mountain)**

The World Health Organization Disability Assessment Schedule 2.0 (WHODAS 2.0 36 item) and the Columbia Suicide Severity Rating Scale (C-SSRS) are 2 free assessment tools that are commonly used by mental health counselors in their work.

For this assignment, you will choose one (1) of either the WHODAS 2.0 or the C-SSRS to complete yourself. You will then write a **5–7 page (7 maximum)** paper reflecting on your experience of taking, scoring, and/or interpreting the measure as well as your analysis of the instrument as a whole.

Your paper must conform to the following requirements:

1. Each assignment must be **typewritten**, using a 12-point font size, **double-spacing** and 1" margins.
2. APA 7th Edition *Professional* Style Formatting – including appropriate references and citations.
3. Include the following components:
 - a) A brief description of the measure.
 - a. What is the intended purpose of the measure?
 - b. How is it laid out? (Multiple choice, open-ended questions, etc.)
 - c. How is it presented? (Self-report, interview)
 - d. How is it scored?

- e. What do scores tell us? (Diagnosis, symptom severity, etc.)
- b) Using any resource at your disposal (technical information provided by the publisher, the Mental Measurements Yearbook, etc.) include a *technical evaluation* of the instrument:
 - a. Describe and evaluate the norms and how they were derived. Are they adequate?
 - b. Describe and evaluate the reliability data that are available. Is there enough data? Is it reasonable/adequate?
 - c. Describe and evaluate the validity data that are available. Is there enough data? Is it reasonable/adequate?
- c) Include a *practical evaluation* of the instrument:
 - a. How hard or easy was it to take the measure?
 - b. How hard or easy was it to score the measure?
 - c. What did you learn about yourself as a result of completing the measure? (Only include your scores if you feel comfortable doing so.)
 - d. What was your overall experience with this measure?
- d) Find at least **2** published reviews (peer-reviewed journals) concerning the measure and summarize the reviewer comments. Do they recommend using the instrument? What concerns do they have about the instrument?
- e) Conclusion: Include a *clinical evaluation* of the instrument:
 - a. What is the clinical utility of the measure?
 - b. Would you use this instrument in your clinical work?
 - Why or why not?
 - If you would, when would you use it?
 - c. Give a brief example of a client case where this instrument could have been useful and how it could have helped.

4. *Late work:* 20% of the overall available points will be deducted for each calendar date past the due date that your work is late (starting at 12:00a of the date past the due date). See paper submission policy for exceptions.

B. Standardized Testing and Evaluation Paper (300 PTS; DUE 8/16/2023, 11:59p Mountain)

As a capstone to this course, you will be asked to write a final paper on the use of assessment in the counseling profession. Your paper will be **10-15 pages (maximum)** and will demonstrate your knowledge of the major topics of assessment discussed in this course.

Your paper must conform to the following requirements:

1. Each assignment must be **typewritten**, using a 12-point font size, **double-spacing** and 1" margins.
2. APA 7th Edition *Professional Style* Formatting – including appropriate references and citations.
3. Include the following components:

- a) *Briefly describe the historical perspectives concerning the nature and meaning of assessment and testing in counseling (S2.F.7.a)*
- b) *Write out a short case vignette describing a fictitious client you might work with and use that case as you explore the following:*
 - a. *Methods of effectively preparing for and conducting initial assessment meetings (S2.F.7.b)*
 - b. *Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)*
 - c. *Procedures for identifying trauma and abuse and for reporting abuse (S2.F.7.d)*
 - d. *Use of assessments for diagnostic and intervention planning purposes (S2.F.7.e)*
- c) *Describe and explain the importance of the following:*
 - a. *Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (S2.F.7.f)*
 - b. *Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (S2.F.7.f)*
 - c. *Reliability and validity in the use of assessments (S2.F.7.h) – what do these characteristics tell us? How do they impact our use of assessment?*
- d) *Describe and give fictitious clinical examples of how you (or another mental health professional) might use the following in clinical practice:*
 - a. *Use of assessments relevant to academic/educational, career, personal, and social development (S2.F.7.i)*
 - b. *Use of environmental assessments and systematic behavioral observations (S2.F.7.j)*
 - c. *Use of symptom checklists, and personality and psychological testing (S2.F.7.k)*
 - d. *Use of assessment results to diagnose developmental, behavioral, and mental disorders (S2.F.7.l)*
- e) *Describe and explain the importance of ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. (S2.F.7.m)*
- f) *Conclusion – How is assessment important? How is it useful in clinical practice? How do you see yourself using or consuming assessment data in your own work?*
- g) *Reference page(s) in APA format.*

4. *Late work:* 20% of the overall available points will be deducted for each calendar date past the due date that your work is late (starting at 12:00a of the date past the due date). See paper submission policy for exceptions.

C. Discussion Post Participation (500 PTS; 25pts/post – 15pts for original post & 5 pts for each required substantive response to your peers)

1. For most of the weeks during the course, you will be responsible to respond to 1-2 forum discussions addressing key issues covered in the readings and/or supplemental materials for that week. Forum topics will be posted on Moodle no later than Friday the week before the week during which the discussion takes place.

- a. Initial posts should be substantive and cover all aspects of the question or questions being asked.
 - b. They should indicate that you viewed, understood, and thought critically about the material.
 - c. Do **not** directly quote the book or the source without adding some substantive information to the discussion. You may also need to find additional sources on your own to supplement your responses.
 - i. Including phrasing such as “according to the book” with no additional discussion is unacceptable and will result in 0 points for the post.
 - d. Use appropriate APA 7th Edition Citations/References when referencing any material other than initial source material that is provided.
2. In addition to the initial post, you will be required to respond substantively to at least **2** of the posts submitted by your peers. These should be roughly 1 paragraph in length (at least 2-5 sentences) and should **not** simply be a variation of “good post.” This is your opportunity to provide and receive feedback from your peers on this topic. Engage in a conversation as you might in a live class.
 3. *Initial* posts are due by **11:59p Mountain** on Sundays each week. Your *replies* to your peers will be due by **11:59p Mountain** on the following Wednesday.
 4. *Late work*: 20% of the overall available points will be deducted for each calendar date past the due date that your post(s) are late (starting at 12:00a of the date past the due date). See paper submission policy for exceptions.

D. Professional Dispositions

1. There is a set of personal dispositions to be demonstrated during the course.
 - a) **Mindfulness**: Active, open, attention on the present; observing one’s thoughts and feelings without judgment.
 - b) **Engagement**: Involvement and commitment to one’s own and other’s personal and professional development.
 - c) **Reflexivity**: An awareness and exploration of one’s own belief systems and values, and their impact on relationships with self and others.
 - d) **Curiosity**: Eagerness to know, discover, and generate; interest leading to inquiry.
 - e) **Integrity**: Consistent commitment to professional ethics and values of the counseling profession, holding steadfastly true to one’s commitments as a counselor in training and developing professional counselor.
 - f) **Empathy**: The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
 - g) **Professionalism**: Maintaining conduct and qualities that characterize a counseling professional.
2. All students will be expected to model these dispositions during class discussions, assignments, and group interactions.

VI. GRADING

	<u>Points</u>	<u>Percentage of Final Grade</u>
Assessment Reflection Paper	200	20%
Standardized Testing and Evaluation Paper	300	30%
Discussion Forum Participation	500	50%
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TOTAL	1000	100%

A = 900-1000 B = 800-899

C = 700-799 D = 600-699

F = < 600

GRADING POLICY:

The instructor will make every effort to grade most assignments within 1 week of their due date or submission date (date you submitted the work, if it is late), whichever comes later. Some assignments may require additional time to grade. Please do not reach out to the instructor for grading requests earlier than 2 weeks past the due date of the assignment.

PAPER SUBMISSION REQUIREMENTS:

Written assignments should be typed, double-spaced, with 12-pt font and 1-inch margins, and should conform to APA **Professional** Style (7th edition). This includes running head and a different format from that used for “student papers.” Proper spelling, grammar, and punctuation are expected.

***Submit all papers as Word documents (.doc, .docx) labeled with the *Paper Title & Your Name* (e.g., *Assessment Reflection Paper – Derek Smith.docx*)**

Late papers submitted without approval from the course instructors will lose 20% per calendar day past the due date. No credit will be given for papers submitted 5 days or more from due date.

VII. CLASS ATTENDANCE POLICY

- A. “Students are expected to attend all classes and complete all assigned work. Attendance includes attending on-campus classes and logging on a minimum of 3 times per week for on-line courses. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies. (UP Catalog: “Academic Policies”)

- B. Instructor's Additions to the attendance policy: On-time submission for all assignments is mandatory. Pay attention to assignment descriptions for late grading. I do realize that illness, emergencies, and other extreme life circumstances occur, and I am willing to make accommodations for this via make-up assignments/acceptance of late work under the following circumstances:

You must contact both instructors on or before the assignment due date.

In any case where this is absolutely impossible, you must contact the instructors as soon as possible after the emergency event.

You must be able to document the issue if requested by the instructor.

The instructors will determine that the issue was a legitimate and unavoidable emergency.

VIII. ACADEMIC HONESTY:

"Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

Cheating: use or attempted use of unauthorized material or the work of another student in any academic assignment, paper, or examination.

Plagiarism: representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor's judgment, the student may appeal the instructor's decision by following the "Academic Related Appeals Process" on page xxi of the UP Catalog.

The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion." (UP Catalog: "Academic Policies")

Instructor's additions to the Academic Conduct policy:

Work on the standardized testing and evaluation paper assignment is to be conducted without discussion or collaboration with anyone inside or outside of the course. Failure to work independently will be considered to be cheating. There is one exception to this rule: all students are encouraged to collaborate with this instructor.

Students who engage academic misconduct (including plagiarism or cheating) will receive an F in this course.

IX. PROVISION FOR SPECIAL NEEDS

Accommodations

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit with Kay Seilstad, Disability Counselor, in the Center for Academic Excellence or call Kay at 406-791-5212.

Academic Support Centers

This is a great, FREE resource for students.

- Mathematics Center here
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

I encourage you to check out their website for more information.

<https://www.uprovidence.edu/academics/student-academic-support/>

Counseling Service

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the RENEW Wellness Center to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be access by calling (406) 252-1315.

The University of Providence also employs a licensed professional mental health counselor at the Academic Success Center in the Library Building on campus to provide students free support.

<https://www.uprovidence.edu/academics/student-academic-support/>

University Policies and Information

<https://www.uprovidence.edu/academics/>

This Link includes access to the following important University Information: Academic Catalog (University Policies and Information) Academic Calendar, Library Services, Registrar's Office, Student Academic Support Services and more.

X. POLICY ON DIVERSITY

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to bear on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, creed, religion, gender, sexual orientation, martial-status, or political ideology. In other words: you must be kind. Intolerance is never acceptable.

XI. STUDENT RESPONSIBILITIES AND TIPS FOR HOW TO DO WELL

- A. Most learning takes place out of class. The "rule of thumb" for graduate courses is 3 or 4 hours of out of class work for each hour of lecture. For this 3-hour course, you should allocate 9 to 16 hours per week to learning the wonderful material for this course.
- B. Complete all assigned readings each week.
- C. Participate in class discussions. I encourage you to ask questions and voice your opinions!
- D. If you're not doing as well as you would like to make an appointment to consult with the course instructor(s) about how to excel in this course.

XII. TENTATIVE SCHEDULE

WEEK	CONTENT	ASSIGNMENTS DUE	CACREP Standards
1 5/1 – 5/7	Introduction to Assessment; Legal & Ethical Issues Textbook: Chapters 1& 2, Appendix II	Discussion Forum 1 Responses – Due 5/7 11:59p Mountain	(S2.F.7.a) & (S2.F.7.m)
2 5/8 – 5/14	Assessment Issues w/Diverse Populations & Multicultural Assessment Textbook: Chapter 3 & Appendix I	Discussion Forum 2 & 3 Responses – Due 5/14 11:59p Mountain Discussion Forum 1 Peer Replies – Due 5/10 11:59p Mountain	(S2.F.7.m)
3 5/15 – 5/21	Methods & Sources of Assessment Information Textbook: Chapter 4	Discussion Forum 4 & 5 Responses – Due 5/21 11:59p Mountain Discussion Forum 2 & 3 Peer Replies – Due 5/17 11:59p Mountain	(S2.F.7.b) & (S2.F.7.j)
4 5/22 – 5/28	Statistical Concepts & Understanding Scores Textbook: Chapter 5 (p.87-104) & Chapter 6	Discussion Forum 6 Responses – Due 5/28 11:59p Mountain Discussion Forum 4 & 5 Peer Replies – Due 5/24 11:59p Mountain	(S2.F.7.f) & (S2.F.7.g)
5 5/29 – 6/4	Reliability & Validity Textbook: Chapters 7-8	Discussion Forum 7 & 8 Responses – Due 6/4 11:59p Mountain Discussion Forum 6 Peer Replies – Due 5/31 11:59p Mountain	(S2.F.7.h)
6 6/5 – 6/11	Selecting, Administering, Scoring, & Interpreting Assessments Textbook: Chapter 9	Discussion Forum 9 & 10 Responses – Due 6/11 11:59p Mountain Discussion Forum 7 & 8 Peer Replies – Due 6/7 11:59p Mountain	(S2.F.7.m)
7 6/12 – 6/18	Intelligence & General Ability Assessment Textbook: Chapter 10	Discussion Forum 11 Responses – Due 6/18 11:59p Mountain Discussion Forum 9 & 10 Peer Replies – Due 6/14 11:59p Mountain	(S2.F.7.i)
8 6/19 – 6/25	Assessment Reflection Work on Assessment Reflection Paper	Assessment Reflection Paper – Due 6/25 11:59p Mountain Discussion forum 11 Peer Replies – Due 6/21 11:59p Mountain	

9 6/26 – 7/2	Assessment of Achievement Textbook: Chapter 11	Discussion Forum 12 & 13 Responses – Due 7/2 11:59p Mountain	(S2.F.7.i)
10 7/3 – 7/9	Aptitude & Education Assessment Textbook: Chapters 12 & 16 (Read introduction, Environmental Assessment – p. 381-383, & Test Prep & Performance – p. 385-388)	Discussion Forum 12 & 13 Peer Replies – <i>Due 7/5 11:59p Mountain</i>	(S2.F.7.i) & (S2.F.7.j)
11 7/10 – 7/16	Career & Employment Assessment Textbook: Chapter 13	Discussion Forum 14 & 15 Responses – Due 7/16 11:59p Mountain	(S2.F.7.i)
12 7/17 – 7/23	Personality Assessment Textbook: Chapter 14	Discussion Forum 16 & 17 Responses – Due 7/23 11:59p Mountain Discussion Forum 14 & 15 Peer Replies – <i>Due 7/19 11:59p Mountain</i>	(S2.F.7.k)
13 7/24 – 7/30	Clinical Assessment Textbook: Chapter 15	Discussion Forum 18 & 19 Responses – Due 7/30 11:59p Mountain Discussion Forum 16 & 17 Peer Replies – <i>Due 7/26 11:59p Mountain</i>	(S2.F.7.k) & (S2.F.7.l)
14 7/31 – 8/6	Assessment Reports Textbook: Chapter 17 (p.400-407)	Discussion Forum 20 Responses – Due 8/6 11:59p Mountain Discussion Forum 18 & 19 Peer Replies – <i>Due 8/2 11:59p Mountain</i>	(S2.F.7.l)
15 8/7 – 8/13	Putting it All Together Work on Standardized Testing and Evaluation Paper	Discussion Forum 20 Peer Replies – <i>Due 8/9 11:59p Mountain</i>	Paper covers all Standards
16 8/14 – 8/18	Wrap-up Finish Standardized Testing and Evaluation Paper	Standardized Testing and Evaluation Paper – Due 8/16 11:59p Mountain	Paper covers all Standards

NOTE: This schedule subject to change at instructors' discretion. Please monitor the Moodle course page regularly to ensure you have the most up to date information.

Written Assignment Rubric (Assessment Reflection Papers)				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
RESPONSIVENESS TO A PAPER OR WRITING ASSIGNMENT (AS ASSIGNED OR AS SELECTED BY THE STUDENT IF INSTRUCTIONS ALLOW) (Did the student respond adequately to the paper or writing assignment?) – 25%	Paper or writing assignment is responsive to and exceeds the requirements given in the instructions; Responds to assigned or selected topic; Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated, etc.); Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the learning resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is responsive to and meets the requirements given in the instructions. The paper responds to the assigned or selected topic; Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is somewhat responsive to the requirements given in the instructions. Content: Somewhat misses the point of the assigned or selected topic; and/or lacks in substance, relying more on anecdotal than scholarly evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted by the due date.	Paper or writing assignment is unresponsive to the requirements given in the instructions. Content: Misses the point of the assigned or selected topic; and/or relies primarily on anecdotal evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted past the late deadline.
CONTENT KNOWLEDGE (Does the content in the paper or writing assignment demonstrate an understanding of the important knowledge the paper/assignment is intended to demonstrate?) – 25%	Paper or writing assignment demonstrates/provides: In-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive ideas, opinions, and conclusions) showing that	Paper or writing assignment demonstrates/provides: Understanding and application of the concepts and issues presented in the course, demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and	Paper or writing assignment demonstrates/provides: Minimal understanding of concepts and issues presented in the course, and, while generally accurate, displays some omissions and/or errors; and/or few and/or irrelevant examples; and/or few if any thought-provoking ideas, little original thinking; and/or "regurgitated" knowledge rather than critical	Paper or writing assignment demonstrates/provides: A lack of understanding of the concepts and issues presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking;

Written Assignment Rubric (Assessment Reflection Papers)				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
	the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new perspectives; original and critical thinking; and mastery & thoughtful/ accurate application of knowledge and skills presented in the course.	interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.	thinking; little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.	and/or many critical errors when applying knowledge, skills, or strategies presented in the course.
QUALITY OF WRITING – 25%	Writing is scholarly and exceeds graduate-level writing expectations. The paper: Uses language that is clear, concise, and appropriate; has few if any errors in spelling, grammar, and syntax; is extremely well organized, logical, clear, and never confuses the reader; uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.	Writing is scholarly and meets graduate-level writing expectations. The paper: Uses language that is clear; has a few errors in spelling, grammar, and syntax; is well organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.	Writing is somewhat below graduate-level writing expectations: The paper: Uses language that is unclear and/or inappropriate; and/or has more than occasional errors in spelling, grammar, and syntax; and/or is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or sometimes lacks information about a source when citing or paraphrasing it.	Writing is well below graduate-level writing expectations: The paper: Uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it.
RESEARCH, SCHOLARSHIP,	The paper represents exceptional research,	The paper meets graduate-level	The paper is somewhat below graduate-level expectations for	The paper is substantially below graduate-level

Written Assignment Rubric (Assessment Reflection Papers)				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
AND PROFESSIONAL STYLE – 25%	scholarship, and professional style. Paper content: Significantly contributes to the knowledge in the field; is well supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of primarily primary, peer-reviewed sources (rather than textbooks and websites); and consistently uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with very few or no errors.	expectations for research, scholarship, and professional style. Paper content: Contributes to knowledge in the field; is supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of peer-reviewed books and journals (rather than textbooks and websites); uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with only a few errors.	research, scholarship, and professional style. Paper content: does little to contribute to knowledge in the field; is often supported by research older than 5 years, secondary sources (textbooks and websites), and sources that lack in variety; and/or uses APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.), but has frequent errors.	expectations for research, scholarship, and professional style. Paper content: Does not contribute to knowledge in the field; is, for the most part, unsupported by current (within the past 5 years), primary, and pertinent research/evidence from a variety of peer-reviewed books and journals; and/or does not use or contains pervasive errors in APA style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.).

Written Assignment Rubric (Standardized Testing and Evaluation Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
RESPONSIVENESS TO A PAPER OR WRITING ASSIGNMENT - Did the student respond adequately to the paper or writing assignment? – (24%)	Paper or writing assignment is responsive to and exceeds the requirements given in the instructions; Responds to assigned or selected topic; Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated, etc.); Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the learning resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is responsive to and meets the requirements given in the instructions. The paper responds to the assigned or selected topic; Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is somewhat responsive to the requirements given in the instructions. Content: Somewhat misses the point of the assigned or selected topic; and/or lacks in substance, relying more on anecdotal than scholarly evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted by the due date.	Paper or writing assignment is unresponsive to the requirements given in the instructions. Content: Misses the point of the assigned or selected topic; and/or relies primarily on anecdotal evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted past the late deadline.
CONTENT KNOWLEDGE - Does the content in the paper or writing assignment demonstrate an understanding of testing and evaluation? – (26%)	Paper or writing assignment demonstrates/provides: In-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new perspectives; original and critical thinking;	Paper or writing assignment demonstrates/provides: Understanding and application of the concepts and issues presented in the course, demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.	Paper or writing assignment demonstrates/provides: Minimal understanding of concepts and issues presented in the course, and, while generally accurate, displays some omissions and/or errors; and/or few and/or irrelevant examples; and/or few if any thought-provoking ideas, little original thinking; and/or “regurgitated” knowledge rather than critical thinking; little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.	Paper or writing assignment demonstrates/provides: A lack of understanding of the concepts and issues presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking; and/or many critical errors when applying knowledge, skills, or strategies presented in the course.

Written Assignment Rubric (Standardized Testing and Evaluation Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
	and mastery & thoughtful/ accurate application of knowledge and skills presented in the course.			
Historical perspectives concerning the nature and meaning of assessment & testing in counseling (S2.F.7.a) – 2%	Paper meets exemplary criteria for providing historical perspectives concerning the nature and meaning of assessment & testing in counseling.	Paper meets proficient criteria for providing historical perspectives concerning the nature and meaning of assessment & testing in counseling.	Paper meets progressing criteria for providing historical perspectives concerning the nature and meaning of assessment & testing in counseling.	Paper meets emerging criteria for providing historical perspectives concerning the nature and meaning of assessment & testing in counseling.
Methods of conducting initial assessment meetings (S2.F.7.b) – 2%	Paper meets exemplary criteria for methods of conducting initial assessment meetings.	Paper meets proficient criteria for methods of conducting initial assessment meetings.	Paper meets progressing criteria for methods of conducting initial assessment meetings.	Paper meets emerging criteria for methods of conducting initial assessment meetings.
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c) – 2%	Paper meets exemplary criteria for procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	Paper meets proficient criteria for procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	Paper meets progressing criteria for procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	Paper meets emerging criteria for procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
Procedures for identifying trauma and abuse and for reporting abuse (S2.F.7.d) – 2%	Paper meets exemplary criteria for procedures for identifying trauma and abuse and for reporting abuse.	Paper meets proficient criteria for procedures for identifying trauma and abuse and for reporting abuse.	Paper meets progressing criteria for procedures for identifying trauma and abuse and for reporting abuse.	Paper meets emerging criteria for procedures for identifying trauma and abuse and for reporting abuse.
Use of assessments for diagnostic and intervention planning purposes (S2.F.7.e)– 2%	Paper meets exemplary criteria for use of assessments for diagnostic and intervention planning purposes.	Paper meets proficient criteria for use of assessments for diagnostic and intervention planning purposes.	Paper meets progressing criteria for use of assessments for diagnostic and intervention planning purposes.	Paper meets emerging criteria for use of assessments for diagnostic and intervention planning purposes.

Written Assignment Rubric (Standardized Testing and Evaluation Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
Basic concepts of standardized & non-standardized testing, norm-referenced and criterion-referenced assessments, & group & individual assessments (S2.F.7.f) – 2%	Paper meets exemplary criteria for basic concepts of standardized & non-standardized testing, norm-referenced and criterion-referenced assessments, & group & individual assessments.	Paper meets proficient criteria for basic concepts of standardized & non-standardized testing, norm-referenced and criterion-referenced assessments, & group & individual assessments.	Paper meets progressing criteria for basic concepts of standardized & non-standardized testing, norm-referenced and criterion-referenced assessments, & group & individual assessments.	Paper meets emerging criteria for basic concepts of standardized & non-standardized testing, norm-referenced and criterion-referenced assessments, & group & individual assessments.
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (S2.F.7.g) – 2%	Paper meets exemplary criteria for statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	Paper meets proficient criteria for statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	Paper meets progressing criteria for statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	Paper meets emerging criteria for statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
Reliability & validity in the use of assessments (S2.F.7.h) – 2%	Paper meets exemplary criteria for reliability & validity in the use of assessments.	Paper meets proficient criteria for reliability & validity in the use of assessments.	Paper meets progressing criteria for reliability & validity in the use of assessments.	Paper meets emerging criteria for reliability & validity in the use of assessments.
Use of assessments relevant to academic/ educational, career, personal, & social development (S2.F.7.i) – 2%	Paper meets exemplary criteria for use of assessments relevant to academic/ educational, career, personal, & social development.	Paper meets proficient criteria for use of assessments relevant to academic/ educational, career, personal, & social development.	Paper meets progressing criteria for use of assessments relevant to academic/ educational, career, personal, & social development.	Paper meets emerging criteria for use of assessments relevant to academic/ educational, career, personal, & social development.
Use of environmental assessments and systematic behavioral observations (S2.F.7.j) – 2%	Paper meets exemplary criteria for use of environmental assessments and systematic behavioral observations.	Paper meets proficient criteria for use of environmental assessments and systematic behavioral observations.	Paper meets progressing criteria for use of environmental assessments and systematic behavioral observations.	Paper meets emerging criteria for use of environmental assessments and systematic behavioral observations.

Written Assignment Rubric (Standardized Testing and Evaluation Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
Use of symptom checklists, and personality and psychological testing (S2.F.7.k) – 2%	Paper meets exemplary criteria for use of symptom checklists, and personality and psychological testing.	Paper meets proficient criteria for use of symptom checklists, and personality and psychological testing.	Paper meets progressing criteria for use of symptom checklists, and personality and psychological testing.	Paper meets emerging criteria for use of symptom checklists, and personality and psychological testing.
Use of assessment results to diagnose developmental, behavioral, and mental disorders (S2.F.7.l)– 2%	Paper meets exemplary criteria for use of assessment results to diagnose developmental, behavioral, and mental disorders.	Paper meets proficient criteria for use of assessment results to diagnose developmental, behavioral, and mental disorders.	Paper meets progressing criteria for use of assessment results to diagnose developmental, behavioral, and mental disorders.	Paper meets emerging criteria for use of assessment results to diagnose developmental, behavioral, and mental disorders.
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. (S2.F.7.m) – 2%	Paper meets exemplary criteria for ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	Paper meets proficient criteria for ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	Paper meets progressing criteria for ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	Paper meets emerging criteria for ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.
RELEVANT EXAMPLE(S)– Did the student include an example or examples that help show their understanding of various aspects of assessment? – (10%)	Paper includes a running example or examples that enhance the reader’s understanding of all of the relevant content areas outlined in the paper.	Paper includes a running example or examples that enhance the reader’s understanding of 51-99% of the relevant content areas outlined in the paper.	Paper includes a running example or examples that enhance the reader’s understanding of 10-50% of the relevant content areas outlined in the paper.	Paper includes no running example or examples that enhance the reader’s understanding of any of the content areas outlined in the paper.

Written Assignment Rubric (Standardized Testing and Evaluation Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
QUALITY OF WRITING – (20%)	Writing is scholarly and exceeds graduate-level writing expectations. The paper: Uses language that is clear, concise, and appropriate; has few errors in spelling, grammar, and syntax; is extremely well organized, logical, and clear; uses a preponderance of original language and uses direct quotes only when necessary; provides information about a source when citing/paraphrasing it.	Writing is scholarly and meets graduate-level writing expectations. The paper: Uses language that is clear; has a few errors in spelling, grammar, and syntax; is well organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.	Writing is below graduate-level writing expectations: The paper: Uses language that is unclear and/or inappropriate; and/or has more than occasional errors in spelling, grammar, and syntax; and/or is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or sometimes lacks information about a source when citing/paraphrasing it.	Writing is well below graduate-level writing expectations: The paper: Uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it.
RESEARCH, SCHOLARSHIP, AND PROFESSIONAL STYLE – (20%)	The paper represents exceptional research, scholarship, and professional style. Paper content: Significantly contributes to knowledge in the field; is supported by current, pertinent evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of primarily primary, peer-reviewed sources (rather than textbooks and websites); and consistently uses correct APA style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with few or no errors.	The paper meets graduate-level expectations for research, scholarship, and professional style. Paper content: Contributes to knowledge in the field; is supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of peer-reviewed books and journals (rather than textbooks and websites); uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with few errors.	The paper is somewhat below graduate-level expectations for research, scholarship, and professional style. Paper content: does little to contribute to knowledge in the field; is often supported by research older than 5 years, secondary sources (textbooks and websites), and sources that lack in variety; and/or uses APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.), but has frequent errors.	The paper is substantially below graduate-level expectations for research, scholarship, and professional style. Paper content: Does not contribute to knowledge in the field; is, for the most part, unsupported by current (within the past 5 years), primary, and pertinent research/evidence from a variety of peer-reviewed books and journals; and/or does not use or contains pervasive errors in APA style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.).

University Goals & Objectives	Competency Objectives CACREP Standards	MSC 515 Behavioral Objectives	Assessment Measurements
<p>Reflective Scholarship: To understand the major theoretical perspectives in their field of study.</p>	<p>To provide participants with a broad theoretical base that serves as the basis of a personal model of counseling.</p> <p>To expose participants to historical, current, & emerging counseling methods that provide options for the best counseling practice including the historical perspectives concerning the nature and meaning of assessment and testing in counseling (S2.F.7.a), basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (S2.F.7.f), statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (S2.F.7.g), reliability and validity in the use of assessments (S2.F.7.h), use of assessments relevant to academic/educational, career, personal, and social development (S2.F.7.i)</p>	<p>Describe the basic concepts of psychological testing.</p> <p>Describe and critique the field of psychological testing and the typical uses of psychological tests.</p>	<p>These objectives will be assessed via take-home test evaluation papers, assessment reflection papers, and class discussion participation.</p>
<p>Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications.</p>	<p>To provide participants with knowledge and skills that serves as a basis for critically consuming data-based professional literature & informs data-based counselor practice.</p> <p>To provide participants with clinical experience that serves as</p>	<p>Learn where to find the various psychological tests that are available and learn where to find pertinent information about the tests that you might want to use or are exposed in practice.</p> <p>Understand and apply the foundational concepts of norms,</p>	<p>These objectives will be assessed via take-home test evaluation papers, assessment reflection papers, and class discussion participation.</p>

	<p>the basis for the practice of emerging counseling skills including procedures for identifying trauma and abuse and for reporting abuse (S2.F.7.c), use of assessments for diagnostic and intervention planning purposes (S2.F.7.d), use of environmental assessments and systematic behavioral observations (S2.F.7.j), and ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (S2.F.7.m).</p>	<p>reliability, validity, and test development.</p>	
<p>Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study.</p>	<p>To prepare students for passage of the state licensure exam as a basis for entering a professional counselor role.</p> <p>To deliver knowledge and skills necessary for a professional counselor as set forth in the eight common core areas of the CACREP criteria including methods of effectively preparing for and conducting initial assessment meetings (S2.F.7.b), procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c), use of symptom checklists, and personality and psychological testing (S2.F.7.k), use of assessment results to diagnose developmental, behavioral, and mental disorders (S2.F.7.l),</p>	<p>Understand, describe, and critique some the various tests that are available in the following testing categories: intelligence, mental ability, achievement, personality, clinical instruments, interests, and attitudes.</p> <p>Contemplate & apply the ethical and legal issues involved in the field of psychological testing.</p>	<p>These objectives will be assessed via take-home test evaluation papers, assessment reflection papers, and class discussion participation.</p>