

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

COUC 521

ASSESSMENT TECHNIQUES IN COUNSELING

COURSE DESCRIPTION

This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations are discussed. Identification of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling are evaluated.

RATIONALE

The ability to use assessments in clinical practice is an integral part of the counseling process. Counselors must be able to competently and ethically assess clients' presenting issues, conceptualize and define these issues, evaluate and select the appropriate intervention, and evaluate the effectiveness of the interventions on alleviating the clients' distress. Thus, regardless of the setting, counselors will administer and interpret a variety of assessments throughout the process of counseling. Therefore, it is essential to acquire the basic assessment skills needed to help clients gain deeper insight into themselves and their issues.

Method of Instruction: This 8 week course is delivered in an online format, with *Blackboard*® as the primary instructional delivery method. Students complete one module per week over the duration of the course.

I. PREREQUISITES

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Discuss historical perspectives concerning the nature and meaning of assessment.
- B. Explain basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, and behavioral observations.
- C. Apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
- D. Explain and evaluate reliability in terms of theory of measurement error, models of reliability, and the use of reliability information.
- E. Explain and evaluate validity in terms of theory of measurement error, types of validity, and the relationship between reliability and validity.
- F. Identify how age, race, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other social and cultural factors relate to the assessment and evaluation of individuals, groups, and specific populations.
- G. Identify and utilize ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments.
- H. Understand general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status.

Common Core Courses Matrix of Student Competencies

<i>F.7 Assessment and Testing</i>	
CACREP Standard	Course/Experience – Learning Experiences
F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	COUC 521 Assessment Techniques in Counseling – Quiz (Ch. 1)
F.7.b. methods of effectively preparing for and conducting initial assessment meeting	COUC 521 Assessment Techniques in Counseling – Quiz (Ch. 1), Initial Interview
F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	COUC 521 Assessment Techniques in Counseling – Quizzes 4, Mental Status Exam,

F.7.d. procedures for identifying trauma and abuse and for reporting abuse	COUC 521 Assessment Techniques in Counseling – Quizzes 4, Mental Status Exam
F.7.e. use of assessments for diagnostic and intervention planning purposes	COUC 521 Assessment Techniques in Counseling – Quizzes 1, 4, 7, Discussion Board 1, Mental Status Exam, Psychological Report
F.7. f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	COUC 521 Assessment Techniques in Counseling – Quizzes 1 6, 7, Discussion Board 3, Exploring Reliability and Validity, Mental Status Exam, Psychological Report, Test Critique.
F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	COUC 521 Assessment Techniques in Counseling – Discussion Board 3, Exploring Reliability and Validity, Mental Status Exam, Psychological Report, Test Critique, Quizzes 2
F.7.h. reliability and validity in the use of assessments	COUC 521 Assessment Techniques in Counseling – Discussion Board 2, 3, Exploring Reliability and Validity, Test Critique, Quizzes 3,
F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	COUC 521 Assessment Techniques in Counseling – Initial Interview, Mental Status Exam, Psychological Report, Quizzes 6, 7
F.7.j. use of environmental assessments and systematic behavioral observations	COUC 521 Assessment Techniques in Counseling – Discussion Board 1, Mental Status Exam, Psychological Report, Quizzes 1, 4.
F.7.k. use of symptoms checklist, and personal and psychological testing	COUC 521 Assessment Techniques in Counseling – Initial Interview, Mental Status Exam, Psychological Report, Quizzes 4.
F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	COUC 521 Assessment Techniques in Counseling – Discussion Board 1, Initial Interview, Exploring Reliability and Validity, Mental Status Exam, Psychological Report, Quizzes 5
F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	COUC 521 Assessment Techniques in Counseling – Discussion Board 4, Initial Interview, Exploring Reliability, Mental Status Exam, Psychological Report, Test Critique, Quizzes 8.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

The student will participate in 4 Discussion Board Forums. Discussion Boards are collaborative learning experiences. Therefore, unless otherwise noted, the student will respond to the instructor's prompt by posting a 200–250-word thread, and, then, in the same module/week, the student will post a 75–100-word reply to 1 classmate's thread. An open, curious, and honest attitude toward learning from others will facilitate development for all participants.

D. Initial Interview

The student will use himself/herself or a fictional character as the subject of an interview that seeks to answer one of three referral questions. The interview will seek to gather all of the information that relates to the initial intake provided in the text, including identifying information, reason for referral, current situation and functioning, relevant medical history, psychiatric treatment history, family history, social and developmental history, educational and occupational history, and cultural influences. The information will be reported in a 3–5-page Word document (double-spaced)

E. Exploring Reliability and Validity

The student will analyze the psychometric properties provided in a test manual and evaluate the usefulness the test for clinical practice based their review of the test. This includes describing the type and strength of reliability and validity measurements, the norm population, the quality of the information, and any discernible problems. The analysis must be 2–4 pages and double-spaced in a Word document.

F. Mental Status Exam

The student will build on the information gained from the initial interview. In this assignment, the student will gather all of the information that relates to the Mental Status Exam, which deals with the examinee’s appearance, manner, approach, orientation, alertness, thought processes, mood, and affect. The information will be reported in a 2–4-page Word document (double-spaced).

G. Psychological Report

Using the referral question and self-designed character from Project 1, the student will self-administer the IPIP-NEO and the Jung Personality Test. They will then select, self-administer, and interpret 2 additional assessments. Then, using the results from the assessments, the student will prepare and submit one 4-7 page Psychological Report.

H. Test Critique

The student will write a 7–10-page critique for 1 standardized test of his/her choice. The student must cite at least 3 professional journal articles and format the paper according to current APA format. The paper will be composed of 6 sections: general test information, test description, technical evaluation, practical evaluation, summary evaluation and critique, and references.

I. Quizzes (8)

After completing the assigned reading in the Drummond et.al text, students take the chapter quizzes, consisting of 10 questions per chapter. These questions are multiple-choice, open-book, and similar to the content found on state licensure examinations covering the core competency of assessment and evaluation. The student will have 1-hour to complete each quiz.

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (4 at 40 ea.)	160
Initial Interview	100
Exploring Reliability and Validity	40
Mental Status Exam	100
Psychological Report	180
Test Critique	180
Quizzes (8 at 30 ea.)	240

Total 1010**B. Scale**

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

D. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

COUC 521

Text: Drummond, Sheperis, & Jones, *Assessment Procedures for Counselors and Helping Professionals*, CourseSmart eTextbook (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Drummond: chs. 1–2 1 website 5 articles	Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1	10 0 40 30
2	Drummond: chs. 3–4 1 presentation	Project 1 – Initial Interview Quiz 2	100 30
3	Drummond: chs. 5–6 1 article	DB Forum 2 Exploring Reliability and Validity Quiz 3	40 40 30
4	Drummond: chs. 7, 13 2 presentations	Mental Status Exam Quiz 4	100 30
5	Drummond: chs. 8, 16 2 websites 2 Beck inventories	Psychological Report Quiz 5	180 30
6	Drummond: chs. 9–10 4 presentations 1 article	DB Forum 3 Quiz 6	40 30
7	Drummond: chs. 12, 14 4 presentations	Test Critique Quiz 7	180 30
8	Drummond: chs. 15, 17 ACA Code of Ethics 1 presentation 1 article	DB Forum 4 Quiz 8	40 30
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.