



CMHC 6200
Assessment and Evaluation in Counseling
Summer

Course Syllabus

1. **Instructor:** Chad J. Betters, PhD, LCMHC, BCPCC
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Office Hours: Mondays through Thursdays, 1:30-3:30 pm, and by appointment.
2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
3. **Textbook: 1)** Whiston, S. C. (2017). *Principles and application of assessment in counseling (5th)*. Boston, MA: Cengage. ISBN# 9781305271487
4. **Course Description:** The purpose of this course is to examine various counseling assessment and evaluation approaches, techniques, interpretation, and available resources. These include paper and pencil inventories and observational assessments that provide information to assist in the development of the treatment plan. The course will also examine psychometrics and assessment development, as well as diagnostic report writing.
5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS (2016)	ASSESSMENTS
2.3.H) General Framework for Understanding Differing Abilities and Strategies for Differentiated Interventions	Quizzes, Discussion Boards, and Final Examination
2.4.E) Strategies for Assessing Abilities, Interests, Values, Personality, and Other Factors	Quizzes, Discussion Boards, Behavior Observation, Instrument Critique, and Final Examination
2.7.A) Historical Perspectives Concerning Nature and Meaning of Assessment and Testing in Counseling	Quizzes, Discussion Boards, and Final Examination
2.7.B) Methods of Effectively Preparing for and Conducting Initial Assessment Meetings	Quizzes, Discussion Boards, and Final Examination
2.7.C) Procedures for Assessing Risk of Aggression or Danger to Others, Self-Inflicted Harm, or Suicide	Quizzes, Discussion Boards, and Final Examination
2.7.D) Procedures for Identifying Trauma and Abuse and for Reporting Abuse	Quizzes, Discussion Boards, and Final Examination
2.7.E) Use of Assessments for Diagnostic and Intervention Planning Purposes	Quizzes, Discussion Boards, and Final Examination
2.7.F) Basic Concepts of Standardized/Non-Standardized Testing, Norm-Referenced/Criterion-Referenced Assessments, and Group/Individual Assessment	Quizzes, Discussion Boards, Instrument Critique, and Final Examination
2.7.G) Statistical Concepts, Including Scales of Measurement, Measures of Central Tendency, Indices of Variability, and Distribution	Quizzes, Discussion Boards, Instrument Critique, and Final Examination
2.7.H) Reliability and Validity in the Use of Assessments	Quizzes, Discussion Boards, Instrument Critique, Behavioral Observation, and Final Examination
2.7.I) Use of Assessments Relevant to Academic/Educational, Career, Personal, and Social Development	Quizzes, Discussion Boards, Instrument Critique, and Final Examination
2.7.J) Use of Environmental Assessments and Systematic Behavioral Observations	Quizzes, Discussion Boards, Behavioral Observation, and Final Examination
2.7.K) Use of Symptom Checklists and Personality and Psychological Testing	Quizzes, Discussion Boards, and Final Examination
2.7.L) Use of Assessment Results to Diagnose Developmental, Behavioral, and Mental Disorders	Quizzes, Discussion Boards, Instrument Critique, and Final Examination

2.7.M) Ethically/Culturally Relevant Strategies for Selecting, Administering, and Interpreting Assessment and Test Results	Quizzes, Discussion Boards, Instrument Critique, and Final Examination
2.8.I) Analysis and Use of Data in Counseling	Quizzes, Discussion Boards, Behavior Observation, Instrument Critique, and Final Examination
5.1.E) Psychological Tests and Assessments Specific to Clinical Mental Health Counseling	Quizzes, Discussion Boards, Behavior Observation, Instrument Critique, and Final Examination
5.2.A) Roles and Settings of Clinical Mental Health Counselors	Quizzes and Final Examination
5.3.A) Intake Interview, Mental Status Evaluation, Biopsychosocial History, Mental Health History, and Psychological Assessment for Treatment Planning and Caseload Management	Quizzes, Discussion Boards, Behavior Observation, Instrument Critique, and Final Examination

- 1) Students will develop knowledge and understanding of theories and models of assessment and evaluation within professional counseling, including historical and philosophical underpinnings that drive current assessment practices within professional counseling.
- 2) Students will acquire knowledge, skills, and competencies in the selection, administration, analysis, and interpretation of essential assessment tools and modalities, including behavioral observation, clinical interviewing, and psychometric assessments and evaluative batteries utilized within professional counseling.
- 3) Student will develop knowledge and understanding of ethical consideration for assessment and evaluation, including cultural and other individualistic considerations.

8. Course Requirements: The following details the learning products to be completed in order to successfully pass this course:

- A) Twelve quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated, and must be completed by midnight of the Sunday within the given week. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in multiple choice format. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.
- B) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other

students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of one substantial post and two substantial postings to two different colleagues to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week. Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.

- C) One instrument critique report will be required for this course. The report will provide an analysis of a chosen instrument, including validity, reliability, and standardization, based on the counseling literature. The report must be written in APA style, in accordance to the APA Publication Manual, 7th Edition. No other writing styles will be accepted. The report must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the instrument report in order to maximize points earned for this assignment:

	“A” Quality Work	“B” Quality Work	Below “B” Quality Work
Instrument Description (5 points)	All pertinent information is provided, including the instrument’s author; when and how it was developed; the instrument’s psychometrics, including validity, reliability, and standardization; and a brief depiction of the instrument’s application.	One of the components of the pertinent information is not provided, or is incorrectly described.	Two or more of the components of the pertinent information is not provided, or is incorrectly described.
Literature-Based Critique (8 points)	Scientific literature is appropriately utilized to critique the instrument’s	Scientific literature is presented, but is not appropriately utilized to critique	Scientific literature is not presented. No real critique is provided.

	psychometrics and applicability for assessment in counseling. The critique compares and contrasts the scientific literature findings, which should include a minimum of five peer-reviewed sources.	the instrument's psychometrics and applicability in assessment in counseling. Weak comparisons and contrasts are presented.	Comparisons and contrasts are not present. Less than five peer-reviewed sources are utilized.
Writing Mechanics (3 points)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error. APA 7 th Edition is correctly utilized, including APA style title page, parenthetical citations, and reference page. Appropriate documentation of sources is conducted.	One grammatical, punctuation, spelling, or APA style error is present. More than one incident of inappropriate documentation of sources is committed.	More than one grammatical, punctuation, spelling, or APA style errors are present. More than two incidences of inappropriate documentation of sources are committed.

- D) A behavioral observational report will be required for this course. The report will allow the opportunity to assess a mock client's behavior by utilizing naturalistic observation and event recording. The summary report of the clinical findings should detail the assessment strategy utilized, the selected behavior and operational definition, and the clinical findings of the assessment. The report must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the behavioral observational report in order to maximize points earned for this assignment:

	"A" Quality Work	"B" Quality Work	Below "B" Quality Work
Identification of Behavior	A detailed description of the	An insufficient description of the	No description of the selected behavior is

(3 points)	selected behavior is provided, including a clear operational definition. A description of the client or group is also provided, with relevance of the behavior indicated.	selected behavior is provided. The operational definition is vague and lacks appropriateness for assessment purposes. The description of the client or group is lacking for assessment purposes. Relevance is not apparent.	provided. No operational definition is provided. The client or group is not identified. No relevance is provided.
Observational Measurement (3 points)	The process for observing and documenting the selected behavior is detailed, including methodology and documenting strategy. The process is replicable based on the depiction provided.	An insufficient description of observational process is provided. An insufficient description of the documenting strategy is provided. The process is not replicable based on the provided depiction	The observational process and documenting strategy are not mentioned. No operational definitions are provided.
Analysis (2 points)	An appropriate statistical analysis is identified and depicted.	An inappropriate statistical analysis is identified. The statistical analysis is inaccurately depicted.	No statistical analysis is identified. No depiction of a statistical analysis is provided.
Writing Mechanics (2 points)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

- E) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in multiple choice format. The examination must be completed by midnight of the Sunday of the given week. Students absent at the time of administration will not be able to complete the examination without valid documentation.

9. **Course Evaluation:**

Twelve quizzes @ 3 points each =	36 points
Seven discussion board entries @ 4 points each =	28 points
One instrument review report @ 16 points =	16 points
One behavioral observation report @ 10 points =	10 points
One final examination @ 10 points =	10 points

	100 points

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

LEAVE NO DOUBT

10. **Extra Credit Policy:** Extra credit will not be provided during this course.

11. **Attendance/Valid Documentation Policy:** Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:

Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:

A) *Each student is personally responsible for regular and punctual class attendance.*

B) *A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.*

C) *The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.*

D) *Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.*

E) *The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.*

F) *The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or*

(when announced in advance through the Dean of Students' Office) authorized representation of the College.

G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

12. Academic Honesty Policy: Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

*In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: **"As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal."** The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.*

- 13. Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.
- 14. Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
- 15. Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda For Week	Requirements For Week
Week 1	Introduction to Course, Review of Syllabus, Assessment in Counseling and the Profession of Assessment, <i>Chapter 1</i> , Basic Assessment Principles and Statistical Concepts for Testing, <i>Chapter 2</i>	Quiz 1, Discussion 1
Week 2	Reliability and Standardization, <i>Chapter 3</i> , Validity and Item Analysis, <i>Chapter 4</i>	Quiz 2, Quiz 3, Discussion 2
Week 3	Ethical and Legal Issues in Assessment in Counseling, <i>Chapter 5</i> , Issues Related to Assessment with Diverse Populations, <i>Chapter 6</i>	Quiz 4, Quiz 5, Discussion 3
Week 4	Selecting, Administering, Scoring, and Communicating Counseling Assessment Results, <i>Chapter 7</i> , Initial Assessment in Counseling, <i>Chapter 8</i>	Quiz 6, Quiz 7, Discussion 4
Week 5	Intelligence and General Ability Testing, <i>Chapter 9</i> , Assessing Achievement and Aptitude, <i>Chapter 10</i>	Quiz 8, Quiz 9, Discussion 5
Week 6	Appraisal of Personality, <i>Chapter 12</i> , Behavioral Observation and Assessment, <i>Chapter 13</i>	Quiz 10, Discussion 6
Week 7	Assessment for Clinical Diagnosis, <i>Chapter 15</i> , Monitoring and Evaluating Counseling,	Quiz 11, Quiz 12, Discussion 7,

	Risk/Trauma/Suicide Assessment, <i>Chapter 16</i>	Behavioral Observation Report
Week 8	Review for Final Examination	Instrument Critique Report, Final Examination