



SYLLABUS

**EDSR 5315 Standardized Assessment Principles
Fall 2022**

SEMESTER: M- 5:00 pm

PROFESSOR: Ms. Rosie Ortiz, PhD. Candidate, LPC

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**OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO
MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:**

IN-PERSON – Thursdays 12:00 p.m. - 8:00 p.m.

VIRTUAL (Collaborate) –Anytime

Office Location: 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

[COUNSELING PROGRAM WEBPAGE](#)

[SRSU-RGC DEAN](#)

[SRSU-RGC EDUCATION DEPARTMENT CHAIR](#)

Required Texts:

Neukrug, E. S. & Fawcett, C. (2020). Essentials of Testing and Assessment. Cengage
ISBN: 978-1-285-45424-5

Course Prerequisites: None.

Course Purpose: Students will gain cutting-edge knowledge of the formal and informal processes for assessing individuals undergoing counseling services. Having a foundational understanding of these principles and tools will enhance a counselor's collaborative approach to developing a treatment plan with his or her client.

Course Description:

This course studies the basic principles of standardized testing, the planning, implementation, and coordination of testing programs.

Skills Competency Component: This course will require that each student complete a final case study that is designed to evaluate competency level of assessment tools.

Student Learned Outcomes:

- 1) To consider the "purpose" of assessment in educational and agency settings.
- 2) To examine the historical roots of testing and assessment.
- 3) To examine social, professional, ethical, and legal concerns related to testing and assessment and to become particularly sensitive to issues of confidentiality, informed consent, and invasion of privacy issues.
- 4) To understand proper test administration and test interpretation.
- 5) To understand the concepts of norm-referenced and standardized testing.
- 6) To understand the concepts of test worthiness, including reliability, validity, practicality, and cross-cultural fairness.
- 7) To become proficient at basic methodological and statistical principles related to testing, including frequency distributions, measures of central tendency, measures of variability, correlation coefficients, factor analysis, standard error of measure, and standard error of the estimate.
- 8) To examine the use of assessment instruments in the following domains: educational assessment, assessment cognitive functioning including intelligence and neuropsychological problems, career and occupational assessment, clinical assessment, and informal assessment.
- 9) To apply knowledge of assessment in the following ways: as consultant to other professionals, in assisting clients in their learning process and their psychological growth, as supervisor to others who are administering tests, as a developer of needs assessment techniques, and as an evaluator of treatment approaches and training programs.
- 10) To learn clinical interviewing techniques and mental status assessments.
- 11) To learn the basics to DSM-5 and how it can be helpful in the assessment of clients.
- 12) To learn the purposes and content of written test reports.

ALIGNMENT OF COURSE CACREP NATIONAL STANDARDS

SECTION 2 Professional Counseling Curriculum, F. Counseling Curriculum, 7-Assessment and Testing			
(Standard) Student Learning Outcome	S L O	SLO Learning Activity	SLO Assessment
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
b. methods of effectively preparing for and conducting initial assessment meetings		Complete Couple Power demonstration assignments; Participate in reflecting team activities; Complete Theory-Based Critical Incident demonstration assignments. Complete video-	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam

		discussion assignment; Assigned Readings; Class discussions.	
c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
d.	procedures for identifying trauma and abuse and for reporting abuse	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Readings, Lectures, Weekly Quizzes, Case Study Exams, Final Project, & Class Discussions	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam Final Case Study
e.	use of assessments for diagnostic and intervention planning purposes	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Readings, Lectures, Biopsychosocial History & Treatment Plan, Case Study Exams, Final Project, & Class Discussions	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
f.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
h.	reliability and validity in the use of assessments	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
i.	use of assessments relevant to academic/educational, career, personal, and social development	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
j.	use of environmental assessments and systematic behavioral observations	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Readings, Lectures, Biopsychosocial History & Treatment Plan, Case Study Exams, Final Project, & Class Discussions	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
k.	use of symptom checklists, and personality and psychological testing	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection

		Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Papers, Case Scenarios, Midterm Exam, Final Exam
l. use of assessment results to diagnose developmental, behavioral, and mental disorders		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Readings, Lectures, Biopsychosocial History & Treatment Plan, Case Study Exams, & Class Discussions	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam Final Case Study
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Measure	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam

Section 5: Clinical Mental Health Counseling

5. C. 1. Foundations

(Standard) Student Learning Outcome	S L O	SLO Learning Activity	SLO Assessment
a. history and development of clinical mental health counseling		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Exam 1 (Ch 1-4, 6-7);	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Readings, Lectures, Biopsychosocial History & Treatment Plan, Case Study Exams, & Class Discussions Exam 1 (Ch 1-4, 6-7); Exam 2 (Ch 5. 9-10); Exam 3 (Ch 8, 11-12, 14), Exam 4 (Ch 13, 15-16)	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam Final Case Study
e. psychological tests and assessments specific to clinical mental health counseling		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Evidence-Based Treatment Research Paper, Exam 1 (Ch 1-4, 6-7)	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam

Section 5: Clinical Mental Health Counseling

5. C. 2. Contextual Dimensions

(Standard)	S L O	SLO Learning Activity	SLO Assessment
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Student Learning Outcome			
a. roles and settings of clinical mental health counselors		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders		<p>Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.</p> <p>Readings, Lectures, Biopsychosocial History & Treatment Plan, Case Study Exams, Final Project, & Class Discussions</p> <p>Evidence-Based Treatment Research Paper, Case Studies 1,2, 3; Exam 1 (Ch 1-4, 6-7); Exam 2 (Ch 5, 9-10); Exam 3 (Ch 8, 11-12, 14), Exam 4 (Ch 13, 15-16);</p>	<p>Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam</p> <p>Final Case Study</p>
c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks		<p>Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.</p> <p>Readings, Lectures, Biopsychosocial History & Treatment Plan, Case Study Exams, & Class Discussions</p> <p>Evidence-Based Treatment Research Paper, Case Studies 1,2, 3; Exam 1 (Ch 1-4, 6-7); Exam 2 (Ch 5, 9-10); Exam 3 (Ch 8, 11-12, 14), Exam 4 (Ch 13, 15-16);</p>	<p>Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam</p> <p>Final Case Study</p>
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>		<p>Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.</p> <p>Readings, Lectures, Weekly Quizzes, Biopsychosocial History & Treatment Plan, Case Study Exams, Final Project, & Class Discussions</p> <p>Evidence-Based Treatment Research Paper, Case Studies 1,2, 3; Exam 1 (Ch 1-4, 6-7); Exam 2 (Ch 5, 9-10); Exam 3 (Ch 8, 11-12, 14), Exam 4 (Ch 13, 15-16);</p>	<p>Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam</p> <p>Final Case Study</p>
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders		<p>Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.</p> <p>Readings, Lectures, Weekly Quizzes, Case Study Exams, & Class Discussions</p> <p>Exam 1 (Ch 1-4, 6-7); Exam 2</p>	<p>Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam</p> <p>Final Case Study</p>
f. impact of crisis and trauma on individuals with mental health diagnoses		<p>Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.</p> <p>Discussion Board 2</p>	<p>Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam</p>
g. impact of biological and neurological mechanisms on mental health		<p>Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.</p>	<p>Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper,</p>

			Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Readings, Lectures, Case Study Exams, & Class Discussions Evidence-Based Treatment Research Paper, Case Studies 1,2, 3; Exam 1 (Ch 1-4, 6-7); Exam 2 (Ch 5. 9-10); Exam 3 (Ch 8, 11-12, 14), Exam 4 (Ch 13, 15-16)	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam Final Case Study
i. legislation and government policy relevant to clinical mental health counseling		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Exam 4 (Ch 13, 15-16)	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
j. cultural factors relevant to clinical mental health counseling		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Evidence-Based Treatment Research Paper, Case Studies 1,2, 3; Exam 1 (Ch 1-4, 6-7); Exam 2 (Ch 5. 9-10); Exam 3 (Ch 8, 11-12, 14), Exam 4 (Ch 13, 15-16)	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
l. legal and ethical considerations specific to clinical mental health counseling		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Evidence-Based Treatment Research Paper, Exam 1 (Ch 1-4, 6-7); Exam 4 (Ch 13, 15-16)	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam

Section 5: Clinical Mental Health Counseling
5. C. 3. Practice

(Standard) Student Learning Outcome	S L O	SLO Learning Activity	SLO Assessment
a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management		Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Readings, Lectures, Biopsychosocial History & Treatment Plan, & Class Discussions	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam Biopsychosocial Assessment

b. techniques and interventions for prevention and treatment of a broad range of mental health issues	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Readings, Lectures, Case Study Exams, & Class Discussions Evidence-Based Treatment Research Paper, Case Studies 1,2, 3; Exam 1 (Ch 1-4, 6-7); Exam 2 (Ch 5, 9-10); Exam 3 (Ch 8, 11-12, 14), Exam 4 (Ch 13, 15-16)	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
c. strategies for interfacing with the legal system regarding court-referred clients	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Exam 4 (Ch 13, 15-16)	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
d. strategies for interfacing with integrated behavioral health care professionals	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions.	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam
e. strategies to advocate for persons with mental health issues	Readings, Class Lectures, Discussion Board Participation, Videos, Role-plays, Reflection Papers, Research Paper Review, Midterm Exam Review, Final Exam Review, Case Scenario Discussions. Discussion Board 3	Discussion Board Reactions and Responses, Marriage and Family Intervention Research Paper, Reflection Papers, Case Scenarios, Midterm Exam, Final Exam

TEGES Competencies

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

TExES Competencies (State Adopted Proficiencies for Teachers and Administrators/Counselors)

Learner Centered Knowledge

(4) Counseling students will know assessment principles and procedures, including the appropriate use of tests and test results.

(7) The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

(8) Counseling students will know legal and ethical standards, practices, and issues.

(13) Counseling students will understand counseling-related research techniques and practices.

Learner Centered Skills

(7) Counseling students will participate in the selection, use, and interpretation of assessments and assessment results.

(8) Counseling students will use varied sources of information about students for assessment purposes.

(9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.

Learner Centered Process

(2) Counseling students will learn how to facilitate learner's ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information.

(5) Counseling students will learn how to act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

Learner-Centered Communications

(1) Counseling students demonstrate effective communication through oral, written, and nonverbal expressions.

Learner-Centered Professional Development

(3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.

(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring and workshops. Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative.

Student Services Specialist are:

Del Rio- (830) 703-4816

Eagle Pass- (830) 758-5037

Uvalde- (830) 279-3027

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Attendance and Participation:

Regular class attendance and participation are required aspects of this course.

- You may be absent for up to two classes without penalty; *three points* will then be deducted from your final grade for every subsequent absence, regardless of the reason.
- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.
- Please read the assigned material before class and be prepared to discuss it. You are expected to actively participate in classroom discussions and activities.
- Also, please consider this a friendly reminder to turn off all cell phones, pagers, and other noisemaking devices during class.

Late Work:

Assignments must be turned in before the beginning of next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading:

Sub Sections	Point Scale		Grade
Class Collaborative Attendance and Participation	100-Attendance w/Interaction	All attendance and participation grades will be added and divided by 16 for an average grade.	A= 90-100
	80-Attendance w/Minimal Interaction		B= 80 - 89
	60-Attendane w/NO Interaction		C= 70 - 79
	0- No Attendance		
Mental Health Assessment Tools (13 Assignments)	100 Potential Points Each		D= 60 – 69
			F= <60

Quizzes (13 Quizzes)	100 Potential Points Each	All quiz grades will be added and divided by 13 for an average grade.	***** The subtotal for the (5) subsections will be divided by 5 for a final grade.
Final Exam	100 Potential Points Each	100-questions and each question have a 1-point value.	
Movie Reflection	100 Potential Points Each	100-point value potential.	

Blackboard Collaborate Ultra:

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical. It will enhance your reasoning skills, which is essential to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your wealth of experience(s).

The intercultural experiences of students add tremendously to everyone’s learning in class. Our live online streaming interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework.

You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. The IT department has suggested that you use *Google Chrome* as your web browser to alleviate technical difficulties. I have placed a quick link to Adobe Flash Player for immediate download onto his or her personal computer.

Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings. Please make sure to have your equipment assessed by the IT Department. History will show that students might have a connection, network, microphone or video difficulty. A student’s inability to connect, remain in the class or access his or her microphone or video is UNACCEPTABLE. Consistent problems will affect your letter grade significantly. Students will be required to make streaming accommodations if planning to travel out-of-town during one of our class meeting times. **I EXPECT EACH STUDENT TO ACTIVATE HIS OR HER VIDEO AND MICROPHONE FOR EACH CLASS.** However, mute your microphone when not speaking. Moreover, it is imperative that each student interacts and engage in conversation, regardless of your personality characteristics.

IT Technologist for each campus are:

- Del Rio - (830)703-4818
- Eagle Pass - (830) 758-5010
- Uvalde - (830) 279-3045

Assessment Tool:

Students will access and administer seven (13) assessment Inventory Tools. Each Survey has a value of 100 points each.

Quizzes:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the substance of the assigned reading. There is a total of ten (9) quizzes, and each quiz has a 100-point potential. If you do well in your quizzes, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Movie Reflection Paper:

The movie reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning and logical application skills, which are very important to a counselor. Like your video reflection assignment, this task is meant to improve your counseling skills by grasping certain content while assessing and solidifying your intrinsic assessment and logical application level processes. The paper has a potential grade value of 120-points. STUDENTS MUST reach at least the minimum ten (10) points for each of the four Rubric segments. I have provided students with a brief video that explains reflective learning and how to write a reflective paper, which can be found in the "ORIENTATION" Section in the Blackboard Menu. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use the APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writing an APA reflective paper. The depth of reflection must include reflection on, and personalization of, the theories, concepts, and strategies presented in the course materials to date.

Viewpoints and interpretations must be supported. Examples, when applicable, are extremely relevant and influential to strength the held philosophy or perspective. Responses must include reference to assessment, theoretical, philosophical therapeutic, mediation or coping components. Make sure writing is clear and rich in meaning. A student's thoughts must be expressed in an organized and logical manner with accurate spelling, grammar, or syntax writing. Responses must show evidence of synthesis of ideas presented and insights gained throughout the entire course. The student must categorize inferences clearly and efficiently of his or her held insights.

Criteria	Advanced (30 pts.)	Novice (20 pts.)	Student (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well	Response demonstrates a consistent reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate,

	supported. Clear, detailed examples are provided, as applicable.	examples are provided, as applicable.	Examples, when applicable, are not provided or are irrelevant to the assignment.	and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ points	The response includes all components and meets or exceeds all requirements indicated in the instructions. Examples are strategically provided to support a mediation plan.	The response includes sufficient assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed. Examples are provided.	The response includes minimal assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed.	The response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is clear, but vague. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Final Exam:

The final exam is a 100-question True/False and multiple-choice exam that is designed to assess comprehensive knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 100-point potential. The exam will be posted on Blackboard on the designated date, and each student will have two hours to complete the exam.

PROPOSED COURSE OUTLINE

Date	Content
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Aug 22	<p>Introduction: Syllabus, Assignments and Participation</p> <p>Collaborate: Monday 5:00</p>
Aug 29	<p>Reading Assignment: Ch. 1 History of Testing and Assessment</p> <p>Quiz 1:</p> <p>Assessment Tool 1: PHQ 9</p> <p>Collaborate: Monday 5:00</p>
Sep 05	<p>Reading Assignment: Ch. 2 Ethical, Legal, and Professional Issues in Assessment</p> <p>Quiz 2:</p> <p>Assessment Tool 2: Gad 7</p> <p>Collaborate: Monday 5:00</p>
Sep 12	<p>Reading Assignment: Ch. 3 Diagnosis in the Assessment Process</p> <p>Quiz 3:</p> <p>Assessment Tool 3: MFQ</p> <p>Collaborate: Monday 5:00</p>
Sep 19	<p>Reading Assignment: Ch. 4 The Assessment Report Process: Interview the Client and Writing the Report</p> <p>Quiz 4:</p> <p>Assessment Tool 4: DAST-10</p> <p>Collaborate: Monday 5:00</p>
Sep 26	<p>Reading Assignment: Ch. 5 Test Worthiness: Validity, Reliability, Cross-cultural Fairness and Practicality</p> <p>Quiz 5:</p> <p>Assessment Tool 5: MAST</p> <p>Collaborate: Monday 5:00</p>

<p>Oct 03</p>	<p>Reading Assignment: Ch. 6 Statistical Concepts: Making Meaning Out of Raw Scores</p> <p>Quiz 6:</p> <p>Assessment Tool 6: AUDIT</p> <p>Collaborate: Monday 5:00</p>
<p>Oct 10</p>	<p>Reading Assignment: Ch. 7 Statistical Concepts: Creating New Scores to Interpret Test Data</p> <p>Quiz 7:</p> <p>Assessment Tool 7: Modified Scale for Suicidal Ideation</p> <p>Collaborate: Monday 5:00</p>
<p>Oct 17</p>	<p>Reading Assignment: Ch. 8 Assessment of Educational Ability: Survey Battery, Diagnostic Readiness and Cognitive</p> <p>Quiz 8:</p> <p>Assessment Tool 8: Columbia-Suicide Severity Rating Scale (-C-SSRS)</p> <p>Collaborate: Monday 5:00</p>
<p>Oct 24</p>	<p>Reading Assignment: Ch. 9 Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment</p> <p>Quiz 9:</p> <p>Collaborate: Monday 5:00</p>
<p>Oct 31</p>	<p>Reading Assignment: Ch. 10 Career and Occupational Assessment: Interest Inventories, Multiple Aptitude and Special Aptitude Test</p> <p>Quiz 10:</p> <p>Assessment Tool 9: Strong's Assessment Tool & Holland's Assessment Tool</p> <p>Collaborate: Monday 5:00</p>
<p>Nov 07</p>	<p>Reading Assignment: Ch. 11 Clinical Assessment: Objective and Personality Tests</p>

	<p>Quiz 11:</p> <p>Assessment Tool 10: Myers-Briggs Inventory Tool</p> <p>Collaborate: Monday 5:00</p>
Nov 14	<p>Reading Assignment: Ch. 12 Informal Assessment Observation, Rating Scales, Classification Methods Environmental Assessment, Records and Personal Documents, and Performance-Based Assessment.</p> <p>Quiz 12:</p> <p>Assessment Tool 11: ENRICH Marital Satisfaction Scale</p> <p>Collaborate: Monday 5:00</p>
Nov 21	<p>Reading Assignment: Part 1: DSM-5 TR Online Assessments</p> <p>Assessment 12:</p> <p>Collaborate: Monday 5:00</p>
Nov 28	<p>Reading Assignment: Part 2: DSM-5 TR Online Assessments</p> <p>Assessment 13:</p> <p>Collaborate: Monday 5:00</p>
Dec 05	<p>Movie Reflection Paper Due</p> <p>Final Exam Due</p>