

Northern Kentucky University
Graduate Program in Counselor Education
Department of Counseling, Human Services, & Social Work

Course: COU 660 Assessment and Evaluation in Counseling

Basic statistical concepts & psychometric principles; examination of the most frequently used assessment procedures in counseling; outcome evaluation; multicultural issues; ethical & legal issues involved in the use of assessment procedures by licensed counselors.

CACREP Core Area: *Assessment*

Section: 2

Semester: Spring 2008

Location: HC 216

Meeting Times: Mondays from 6:15pm to 9:00pm.

Instructor: Greg Hatchett, Ph.D., LPCC, NCC

Office Location: BEP 203E

Office Hours: Mondays, Wednesdays, & Thursdays from 3:00pm to 6:00pm and by appointment

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Website: www.nku.edu/~hatchettg

Required Materials

Hogan, T. P. (2007). *Psychological testing: An introduction* (2nd ed.). Hoboken, NJ: Wiley.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2003). *Clinical interviewing* (3rd ed.). Hoboken, NJ: Wiley.

ACA Code of Ethics (<http://www.counseling.org>)

Copy of Counselor Licensure Law (KRS 335)

Recommended Materials

American Psychological Association. (2001). *Publication manual* (5th ed.).

Washington, DC: Author.

Zuckerman, E. L. (2005). *Clinician's thesaurus* (5th ed.). New York: Guilford.

Salkind, N. J. (2003). *Statistics for people who (think they) hate statistics* (2nd ed.). Thousand Oaks, CA: Sage.

Course Objectives:

1. Students will understand the history of the testing movement as well as how current sociopolitical forces impact the assessment of clients and students. (CACREP 7.a).
2. Students will understand the basic statistical procedures pertinent to the field of assessment (e.g., central tendency, variance, correlation/regression, factor analysis). (CACREP 7.c).
3. Students will understand the differences between norm- and criterion-referenced test interpretation and be able to calculate and interpret scores derived from each scoring system.
4. Students will be able to critically evaluate various assessment procedures discussed during the course using basic psychometric standards (CACREP 7.d & e).
5. Students will demonstrate the ability to select appropriate assessment procedures for specific client/student applications. (CACREP 7.g).
6. Students will appreciate and understand the ethical, legal, and multicultural issues involved in the use of assessment procedures by counselors and other professionals. (CACREP 7.f & i).
7. Students will become familiar with the most frequently used assessment inventories and procedures utilized by counselors and other professionals.
8. Students will understand how assessment information is used to conceptualize and remediate clients' presenting problems (CACREP 7.h).
9. Students will demonstrate an appreciation of the importance of outcome evaluation in today's marketplace and demonstrate competence in evaluating the effectiveness of interventions with their clients.

Tentative Course Outline:

- Introduction to course; history of testing; current sociopolitical context of assessment; overview of assessment strategies used by counselors; locating tests (**Jan. 21st**: Quiz on Chapters 1-2 in *Psychological Testing*).

- Statistical procedures pertinent to the field of assessment; norm- vs. criterion-referenced test interpretation (**Jan. 28th**: Quiz on Chapter 3 in *Psychological Testing*).
 - Reliability & Validity (**Feb. 4th**: Quiz on Chapters 4-5 in *Psychological Testing*).
 - Test development & evaluation (**Feb. 11th**: Quiz on Chapter 6 in *Psychological Testing*).
 - **Exam #1 on Feb. 18th.**
 - Introduction to interviewing (**Feb. 25th**: Quiz on Chapters 1-2 & 5 in *Clinical Interviewing*).
 - Structure of the interview (**March 6th**: Quiz on Chapters 6-8 in *Clinical Interviewing*).
 - **March 10-15: Spring Break.**
 - Additional competencies in interviewing (**March 17th**: Quiz on Chapters 9-12 in *Clinical Interviewing*).
 - **Exam #2 on March 24th.**
 - Assessment of cognitive ability and achievement (**March 31st**: Quiz on Chapters 7-9 & 11 in *Psychological Testing*).
 - Assessment of personality & psychopathology (**April 7th**: Quiz on Chapters 12-14 in *Psychological Testing*).
 - Evaluation of counseling outcome.
 - Assessment of interests, attitudes, & values (**April 21st**: Quiz on Chapter 15 in *Psychological Testing*).
 - Ethical, legal, & multicultural issues in assessment (**April 28th**: Quiz on *ACA Code of Ethics*, Chapter 16 in *Psychological Testing*, and Chapter 13 in *Clinical Interviewing*).
 - **Assessment Proposal due on April 28th at 6:15pm.**
 - **May 5th: Comprehensive Final Exam.**
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Evaluation Procedures:

In-Class Examinations. Students will complete three examinations, including a comprehensive final examination. Exams will be based on the assigned readings as well as information presented in class. (All of the information contained in the reading assignments is subject to being included on exams, irrespective of whether such information was specifically discussed in class.) Because a significant amount of the course material is not derived from the textbooks, it is essential that students attend class and take careful notes. Short-answer, application, and essay items will comprise the majority of the exam questions. Consequently, students will need to know the material well enough to explain it to the instructor. Responses to the exam items will be scored using criterion- and norm-referenced grading procedures. The in-class examinations typically take 90 to 120 minutes for students to complete.

Policy on Missed Exams. A student will be allowed to complete a missed examination only under unusual circumstances (severe illness, death in the family, etc.). If a student misses an exam, he or she will be responsible for providing documentation of an excused absence. In any event, the student must contact the instructor in advance of the exam to explain his or her absence. If a student receives permission to complete a make-up examination, it must be completed within one week of the original exam date and content of the exam may be different from the original examination given to the rest of the class.

BlackBoard Quizzes. Students will complete a total of 11 quizzes through the BlackBoard software system. Each weekly quiz will be posted on BlackBoard by Friday at 12:00pm and it must be completed by Monday night at 6:00pm. Each quiz will contain approximately 10-30 multiple choice or short-answer items. These quizzes will be timed; time limits will be established by multiplying the number of questions by 2 minutes. Though the quizzes are “open book,” it is imperative that you have completed the assigned readings before beginning the quizzes. You will not likely be able to successfully complete the quizzes in this time frame without completing the readings first.

Assessment Proposal. Each student will be required to develop a comprehensive assessment plan for either a real or hypothetical counseling agency or school. Each plan will include the following components: description of the agency/school; clientele served; initial assessment procedures; ongoing assessment procedures; and an explicit outcome evaluation plan. More detailed information on the expectations for this project will be provided throughout the semester. The proposal must be written in compliance with the *APA Publication Manual*.

Weights assigned to the exams, quizzes, and assignments:

Chapter Quizzes:	15%
Assessment Proposal:	15%
Exam # 1:	20%
Exam # 2:	20%
Comprehensive Final Exam:	30%

Grading Scale:

A (<i>Extraordinary Academic Performance</i>)	= 100-94%.
B (<i>Expected Level of Performance</i>)	= 93-79%.
C (<i>Marginal, but Passing, Performance</i>)	= 78-72%.
F (<i>Inadequate Graduate-Level Performance</i>)	= <72%.

Expectations for Students:

- Read the assigned chapters before the scheduled class meeting.
- Attend every class meeting; arrive on time for class.
- Dedicate a minimum of 10 hours each week to this course.**
Students who cannot budget this much time for this course should drop immediately.
- Complete assignments on time. Late work will not be accepted.
- Be willing to share your ideas and ask difficult questions. The academic classroom should serve as an environment where diverse, and sometimes controversial, ideas can be discussed and evaluated. *The classroom will serve as a free-speech zone in which students will not be penalized for their viewpoints or opinions.* [NKU's Code of Student Rights and Responsibilities states the following: "The professor has an obligation to encourage free discussion, inquiry, and expression. He/she may not evaluate student performance based on opinions (such as religious belief or political views) or conduct in matters unrelated to academic standards. Should students feel their performance has not been judged on solely academic grounds or that their grade does not reflect the quality of their work, they may appeal the professor's decision using the Academic Appeals Procedure outlined subsequently."]
- Students are expected to adhere to the NKU Student Honor Code. Specifically, the honor code states that students "will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic regulations." Academic dishonesty includes, but is not limited to, cheating or helping other students cheat on examinations/assignments and plagiarism (i.e., presenting another's work or ideas as one's own).

When preparing a written document for grading, one should be careful to give credit, through appropriate citations, where credit is due. The use of citations should follow the style guidelines of the APA Publication Manual. Because issues surrounding proper citation can be ambiguous, please consult the instructor if in doubt. Violations of the Honor Code may lead to severe consequences, including up to expulsion from this course or NKU. More detailed information about the Honor Code can be found on one of the university's web pages at the following location:
www.nku.edu/~deanstudents/Rights-Contents.htm.

- Please turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones and pagers.

Students with Disabilities:

Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, Suite 320 or call 859-572-6373 for more information. Verification of your disability is required in the Disability Services Office for you to receive reasonable academic accommodations. Visit the Disability Services website at www.nku.edu/~disability/.

Flexibility Clause:

This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend class meetings on a regular basis.
