

Northern Kentucky University  
College of Health & Human Services  
School of Kinesiology, Counseling, & Rehabilitative Science  
Graduate Program in Counselor Education

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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/certified counselors.*

Semester: Spring 2020

Location: MEP 294

Meeting Times: Thursdays from 6:15pm to 9:00pm

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

Office Location: MEP 211

Office Hours: posted on office door and by appointment

Phone #: 859-572-6195

Email: hatchettg@nku.edu (easiest way to reach me). If I do not respond to your email within 24 hours during the regular workweek (Monday-Friday), please email me again.

**Required Textbooks**

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing* (6<sup>th</sup> ed.). Hoboken, NJ: Wiley.

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5<sup>th</sup> ed.). Boston, MA: Cengage.

**Planned Course Outline:**

<b>Meeting Dates:</b>	<b>Content:</b>	<b>Assignments:</b>
January 16 <sup>th</sup>	<ul style="list-style-type: none"><li>• Course Orientation</li><li>• Basic Measurement Concepts</li></ul>	
January 23 <sup>rd</sup>	<ul style="list-style-type: none"><li>• Role of Counselors in Testing &amp; Assessment</li><li>• Assessment Fundamentals</li></ul>	Canvas Quiz over Chapters 1-2 Whiston text
January 30 <sup>th</sup>	<ul style="list-style-type: none"><li>• Test Score Reliability</li><li>• Test Validation</li></ul>	Canvas Quiz over Chapters 3 & 4 in Whiston text

February 6 <sup>th</sup>	Cultural, Legal, & Ethical Issues in Assessment	Canvas Quiz over Chapters 5-6 in Whiston text
February 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Test Selection</li> <li>• Initial Assessment Process</li> </ul>	Canvas Quiz over Chapter 7-8 in Whiston text
February 20 <sup>th</sup>		<b>Exam #1</b>
February 27 <sup>th</sup>	Clinical Interview, Part 1 <ul style="list-style-type: none"> <li>▪ Confidentiality</li> <li>▪ Basic Listening &amp; Communication Skills</li> <li>▪ Counseling Relationship</li> </ul>	Canvas Quiz over Chapters 1-5 in <i>Clinical Interviewing</i>
March 5 <sup>th</sup>	Clinical Interview, Part 2 <ul style="list-style-type: none"> <li>▪ Intake Interviews</li> <li>▪ Mental Status Exams</li> <li>▪ Assessment of Risk for Suicide &amp; Violence</li> <li>▪ Diagnosis &amp; Treatment Planning</li> </ul>	Canvas Quiz over Chapters 6-10 in <i>Clinical Interviewing</i>
March 12 <sup>th</sup>		<b>Spring Break</b>
March 19 <sup>th</sup>	Clinical Interview, Part 3 <ul style="list-style-type: none"> <li>▪ Interviewing Children &amp; Families</li> <li>▪ Substance Use Assessment</li> <li>▪ Multicultural Issues</li> </ul>	Canvas Quiz over Chapters 11-15 in <i>Clinical Interviewing</i>
March 26 <sup>th</sup>	Assessment of Intelligence, Aptitude & Achievement	Canvas Quiz over Chapters 9-10 in Whiston text
April 2 <sup>nd</sup>		<b>Exam #2</b>
April 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Diagnosis</li> <li>• Outcome Assessment</li> </ul>	Canvas Quiz over Chapters 15-16 in Whiston text
April 16 <sup>th</sup>	Personality & Behavioral Assessment	Canvas Quiz over Chapter 12-13 in Whiston text
April 23 <sup>rd</sup>	Assessment in Couples & Family Counseling	Canvas Quiz over Chapter 14 in Whiston text
April 30 <sup>th</sup>	Career-Related Assessment	Canvas Quiz over Chapter 11 in Whiston text <b>Assessment Plan must be submitted to my email inbox on this date no later than 6:15pm</b>
May 7 <sup>th</sup>		<b>Comprehensive Final Exam from 6:15-9:00pm</b>

#### Evaluation Procedures:

***In-Class Examinations.*** Students will complete three in-class examinations, including a comprehensive final examination. Nearly all exam items will be constructed-response (e.g., short-answer, application, calculations, interpretations, short essay), but I may also include a few forced-choice items (e.g., true-false, multiple choice, matching). Responses to the

constructed-response items will be scored using criterion- and norm-referenced grading procedures. The in-class examinations are quite lengthy and typically take students 90 to 180 minutes to complete.

*Policy on Missed Exams.* A student will be permitted to complete a missed examination only as a result of extraordinary circumstances (severe illness, death in the family, etc.). The student **must** contact the instructor in advance of the exam to explain his or her absence and secure permission to take the exam at a later date. The student may be required to provide official documentation to account for 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 the content of the exam may be different from the exam given to the rest of the class.

**Canvas Quizzes.** Students will be required to complete 12 quizzes over the assigned readings via the Canvas system. Each quiz will be available in Canvas no later than Friday at 5:00pm before the respective due date, and each quiz must be completed before the corresponding class meeting on Thursday evening at 6:15pm. Each quiz will contain approximately 15-40 items. The quizzes will be timed; time limits will be established by multiplying the number of questions by 3 minutes. Though the quizzes are “open book,” it is imperative that you carefully complete the assigned readings before logging on to Canvas. You will not likely do well on the quizzes without completing the readings first. Furthermore, you may not receive any assistance from another classmate in completing any of the quizzes; this action is considered to be cheating and subject to disciplinary action.

**Assessment Plan.** Each student will develop a comprehensive assessment plan for either a real or hypothetical counseling agency or school counseling program. Each plan should include the following components: description of the agency/school; clientele served; assessment procedures and their psychometric properties; and an explicit outcome evaluation plan. The plan must be written in compliance with the 6<sup>th</sup> edition of the *APA Publication Manual*. More detailed information about the expectations for this paper along with a scoring rubric will be provided in class and in Canvas. **One’s Assessment Plan must be submitted to my email inbox by 6:15pm on April 30<sup>th</sup>; plans submitted after this time will not be accepted.**

**Weights assigned to the course assignments:**

Average of Canvas Quizzes:	20%
Assessment Plan:	10%
Exam # 1:	20%
Exam # 2:	20%
Comprehensive Final Exam:	30%

## Grading Scale:

Graduate Plus – Minus Scale		
Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	70-76.99	2.00
F	0-69.99	0

## Expectations for Students:

- Read the assigned materials before the scheduled class meeting.
- Attend every class meeting and be on time.
- 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."]
- Please turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones and pagers.

## Non-Attendance Policy

- NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.
- Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

## Student Honor Code

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein. Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of “F,” or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.

Additional information is available at: <https://inside.nku.edu/scra.html#policies>

### Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

<b>Credit Hour Policy Statement</b>		
In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.		
Estimates of the time required for a typical student to complete course expectations are as follows:		
In-Class Meetings: 15 weeks x 2.75 hours	=	41.3 Hours
Readings: 29 chapters x 2 hours each	=	58.0 Hours
Canvas Quizzes: 12 Quizzes x 2 hours each	=	24.0 Hours
Assessment Plan	=	10.0 Hours
Regular Exams: 2 x 15 hours each	=	30.0 Hours
<u>Comprehensive Final Exam</u>	=	<u>20.0 Hours</u>
Total	=	183.3 Hours
<b>Average Time Commitment Each Week: 12.2 Hours</b>		

## **Student Evaluation of Instructor and Course**

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks\* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations, go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware that:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

## **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.

## Knowledge and Skill Outcomes:

### **CACREP 2016 Standards**

*Standards evaluated in connection with CACREP Key Objective Assessments are in bold.*

<b>Student Learning Outcomes Connected to CACREP 2016 Standards</b>	<b>CACREP<sup>1</sup></b>	<b>Class Assignments</b>	<b>Cross- curricular experiences</b>
Identify and demonstrate multicultural counseling competencies	2.F.2.c	Assessment Proposal	COU 610 COU 640 COU 674 COU 675 COU 670 COU 621 COU 642 COU 673
Identify biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e	Quizzes, Exams, & Assessment Proposal	COU 620 COU 674 COU 670
Understand the systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	Quizzes, Exams, & Assessment Proposal	COU 620 COU 650 COU 674 COU 670 COU 675 COU 622 COU 642 COU 673
Theories and models of career development, counseling, and decision making	2.F.4.a.	Quizzes, Exams	COU 630
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2.F.4.e.	Quizzes, Exams	COU 621 COU 630
Strategies for career development program planning, organization, implementation, administration, and evaluation	2.F.4.f.	Quizzes, Exams	COU 630 COU 671
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i.	Quizzes, Exams	COU 630 COU 671
Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Assessment Proposal	COU 640 COU 641 COU 650 COU 674 COU 675

			COU 673 COU 642
Development of measurable outcomes for client	2.F.5.i.	Quizzes, Exams, & Assessment Proposal	COU 641 COU 640
Identify suicide prevention models and strategies	<b>2.F.5.i.</b>	Quizzes, Exams	COU 640 COU 674 COU 622
Historical perspectives concerning the nature and meaning of assessment and testing in counseling	<b>2.F.7.a.</b>	Quizzes, Exams	COU 601
Methods of effectively preparing for and conducting initial assessment meetings	<b>2.F.7.b.</b>	Quizzes, Exams	COU 640 COU 642
Understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<b>2.F.7.c.</b>	Quizzes, Exams	COU 601 COU 650 COU 674 COU 622 COU 621 COU 642
Recognize procedures for identifying trauma and abuse and for reporting abuse	<b>2.F.7.d.</b>	Quizzes, Exams	COU 642 COU 621 COU 622 COU 674 COU 650 COU 601
Recognize use of assessments for diagnostic and intervention planning purposes	<b>2.F.7.e.</b>	Quizzes, Exams, & Assessment Proposal	COU 630 COU 670
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	<b>2.F.7.f.</b>	Quizzes, Exams	COU 630
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	<b>2.F.7.g.</b>	Quizzes, Exams	<b>COU 680</b>
Reliability and validity in the use of assessments	<b>2.F.7.h.</b>	Quizzes, Exams	COU 680
Use of assessments relevant to academic/educational, career, personal, and social development	<b>2.F.7.i.</b>	Quizzes, Exams, & Assessment Proposal	COU 630
Use of environmental assessments and systematic behavioral observations	<b>2.F.7.j.</b>	Quizzes, Exams	COU 620 COU 640 COU 670 COU 674



			COU 642 COU 673
Use of symptom checklists, and personality and psychological testing	<b>2.F.7.k.</b>	Quizzes, Exams	COU 630 COU 670
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<b>2.F.7.m.</b>	Quizzes, Exams	COU 630 COU 680
Understand the evaluation of counseling interventions and programs	2.F.8.e.	Quizzes, Exams	COU 680 COU 671 COU 621
Understandable analysis and use of data in counseling	2.F.8.i.	Quizzes, Exams	COU 680 COU 671
Understand psychological tests and assessments specific to clinical mental health counseling	<b>5.C.1.e.</b>	Quizzes, Exams, & Assessment Proposal	COU 671
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.3.a	Quizzes, Exams	COU 620 COU 640 COU 671 COU 674
Techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b	Quizzes, Exams	COU 690 COU 691 COU 670
School counselor roles in relation to college and career readiness	5.G.2.c	Quizzes, Exams	COU 602 COU 630
Use of developmentally appropriate career counseling interventions and assessments	5.G.3.e	Quizzes, Exams	COU 630 COU 602 COU 621
Use of accountability data to inform decision making	5.G.3.n.	Quizzes, Exams, & Assessment Proposal	COU 654 COU 680
Use of data to advocate for programs and students	5.G.3.o.	Quizzes, Exams	COU 654 COU 680