



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

Course Number	COUN 580
Course Title	Assessment and Testing
Call Number/Section	
Class Times	
Class Location	
Textbook	<p>Drummond, R. J., Sheperis, C., & Jones, K. D. (2020). <i>Assessment procedures for counselors and helping professionals</i> (9th ed.). Upper Saddle River, NJ: Pearson.</p> <p>Supplemental Text: ACA Code of Ethics- https://www.counseling.org/resources/ethics</p> <p>CRC Code of Professional Practice https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf</p>
Instructor	
Office and Office Hours	
E-mail address	
Telephone number	

Course Description

This course examines the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring and

interpretation of individual and group tests. It also covers interpretation of clinical reports, and application of testing results.

Course Objectives/Knowledge and Skill Outcomes:

At the conclusion of COU 580: Assessment and Testing, students should have learned and/or be able to demonstrate the following knowledge, skills, dispositions, and attitudes as stipulated by CACREP (2016):

CACREP Standards addressed in COUN 580

Standard	Evaluation
2.F.7. Assessment and Testing	
2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	Exam 1
2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	Assessment Administration Exam 1
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide d. Explain procedures for identifying trauma and abuse and for reporting abuse	Exam 2
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	Exam 2
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	Assessment Administration Exam 2
2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Standardized Instrument Fact Sheet, Critique & Presentation Exam 1
2.F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Standardized Instrument Fact Sheet, Critique & Presentation Exam 1
2.F.7.h. reliability and validity in the use of assessments	Standardized Instrument Fact Sheet, Critique & Presentation Exam 1

2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	Exam 2
2.F.7.j. use of environmental assessments and systematic behavioral observations	Assessment Administration Assignment
2.F.7.k. use of symptom checklists, and personality and psychological testing	Exam 2
2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	Assessment Administration Assignment Exam 2
2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Standardized Instrument Fact Sheet, Critique & Presentation Assessment Administration Assignment

Description of Course Assignments

Standardized Instrument Fact Sheet, Critique & Presentation

The purpose of this assignment is to give you experience in evaluating assessment instruments. Students will be assigned an assessment category (e.g., achievement, aptitude, career) and will locate an instrument in that category. You may NOT duplicate instruments with anyone else in the class (even between assessment categories.) The fact sheet should include the following information: instrument name, purpose(s), target population, reliability, validity, norms, diverse population information, cost, format(s), administration time, and administrator qualifications. In addition, you should provide the APA citations. Finally, your fact sheet should include a brief summary (bullet point format is acceptable) of your evaluation of the advantages and disadvantages of this instrument and identify how the instrument can be used in school and college settings. Student will present this information to the class.

CACREP 2.F.7.f., 2.F.7.g., 2.F.7.h., 2.F.7.m.

Assessment Administration (40 points): This will be an ongoing assignment throughout the class as you will occasionally be asked to administer selected assessments/evaluations to your partner including behavioral observations (Keep in mind that the results of these assessments should remain confidential). Students will produce a final report with the following sections 1) a title page, 2) a brief introduction, describing their partner's demographic characteristics (age, race, gender, and any other relevant details) 3) An index of the assessments that were conducted (in point form) 4) A description of each assessment, including title, procedure, and results 5) A final analysis with the results of all assessments and developing an interpretation. 6) A conclusion describing your experience.

CACREP 2.F.7.b., 2.F.7.e., 2.F.7.j., 2.F.7.l., 2.F.7.m.

Key Performance Indicator (KPI)- Students are required to earn an 80% or better to pass the KPI.

Exam 1 (30 points): Exam 1 will cover the history of assessments, how to prepare and conduct an assessment, basic concepts of testing, reliability, validity, statistical distributions, correlations, and scoring assessments.

CACREP 2.F.7.a. 2.F.7.b., 2.F.7.f., 2.F.7.g., 2.F.7.h.

Exam 2 (30 points): Exam 2 will cover procedures for crisis, trauma, personality, career, developmental, behavioral, symptoms, diagnostic assessments, and procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

CACREP 2.F.7.c., 2.F.7.d., 2.F.7.e., 2.F.7.i., 2.F.7.k., 2.F.7.l.

Attendance and Participation (15 pts): Show up to class and *meaningfully contribute* to discussions, you get a point each week.

GRADING PROCEDURE

Course Requirements	Points
Standardized Instrument Fact Sheet, Critique & Presentation	60
Assessment Administration	40
Exam 1	30
Exam 2	30
Attendance and Participation	30
Total	200 (Divide by 2 for final grade)
Grading Scale	A: 200-180 B: 179-160 C: 159-140 D: 139-120 F: 119-below

GUIDELINES

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance. As the instructor, I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes in writing, via email and/or blackboard. Additionally, a student is officially enrolled in this course until the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

LIBRARY SUPPORT

The Libraries at Alabama A&M provide access to materials and services that support the academic programs. The Alabama A&M University Library Website is <http://www.aamu.edu>. This site provides access to the resources to all campus libraries.

REMEDICATION

Faculty in the College of Education expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate who oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or additional course work, not for punitive measures, but to improve students' knowledge and comprehension in this course.

SERVICES FOR STUDENTS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, 256-372-4263.

ATTENDANCE POLICY

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. Two absences will lower your grade by one grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence. **Two absences = 1 letter grade lower; Three absences = failure of course.**

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

PROFESSIONAL ETHICAL CODES

[CRC Code of Ethics](#)

[ACA Code of Ethics](#)

CLASSROOM DECORUM

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

IRB COMPLIANCE

Should this course implement a research/evaluation project, no stage of the research project for this course is to begin prior to the student, course instructor, a student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of research/evaluation prior to approval is a direct ethical and academic violation and will result in failing the course. Students may request additional information about IRB requirements from the Office of Research Grant and Support.

COURSE EVALUATION

Alabama A&M University is committed to professional growth and development for each faculty member as well as to enhance course development. To assist in this process, students are asking to complete an online faculty evaluation at the end of each academic course. Individual Responses are not shared with the faculty member, only a summative report of students' responses.

DISCRIMINATION/HARRASSMENT

Alabama A&M University is committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This procedure applies to present and former employees of the University, students, applicants for admission or employment, and participants in University programs or activities (includes customers for services, vendors, contractors, and volunteers). A complaint may be filed with the Office of Human Resources (HR) by any present or former employee of the University, student, applicant for admission or employment, or participant in a University program or activity, who believes (s)he has been discriminated against or harassed in violation of this Policy. Any such complaint must be filed within 300 calendar days of the incident. The Complaint Form can be found at: <http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.pdf>

COURSE CALENDAR
(Syllabus subject to reasonable revision)

WEEK/DATES	CHAPTERS/TOPICS	ASSIGNMENTS	CACREP
January 14- January 16 Week 1	Introduction Review Syllabus Chapter 1: Introduction to Assessment		2.F.7.a
January 17- January 23 Week 2	Chapter 2: Ethical and Legal Issues in Assessment Chapter 3: Assessment Issues with Diverse Populations		2.F.7.m
January 24- January 30 Week 3	Chapter 4: Methods and Sources of Assessment Chapter 5: Statistical Concepts for Assessments Chapter 6: Understanding assessment Scores		2.F.7.b 2.F.7.f 2.F.7.g
January 31-February 6 Week 4	Chapter 7: Reliability Chapter 8: Validity		2.F.7.h
February 7-February 13 Week 5	Chapter 9: Selecting, Administering, Scoring, and Interpreting Assessments		2.F.7.l 2.F.7.k
February 14-February 20 Week 6	Chapter 17: Communicating Assessment Results		

<p>February 21- February 27</p> <p>Week 7</p>	<p>Exam 1</p>	<p>Exam 1</p>	
<p>February 28-March 6</p> <p>Week 8</p>	<p>Chapter 15: Clinical Assessments</p> <p>Suicide/Homicide - assessing risk of aggression or danger to others, self-inflicted harm, or suicide Assessment</p> <p>Reporting abuse procedures</p>		<p>2.F.7.c 2.F.7.d 2.F.7.e</p>
<p>March 7- March 13</p> <p>Week 9</p>	<p>Chapter 10: Assessment of Intelligence</p> <p>Chapter 11: Assessment of Achievement</p>		
<p>March 14-March 20</p> <p>Week 10</p>	<p>Chapter 12: Assessment of Aptitude</p> <p>Chapter 14: Personality Assessments</p>	<p>Assessment Administration Due</p>	<p>2.F.7.k</p>
<p>March 21- March 27</p> <p>Week 11</p>	<p>Chapter 13: Career and Employment Assessments</p> <p>Chapter 16: Assessment in Education</p>		<p>2.F.7.i</p>

March 28- April 3 Week 12	SPRING BREAK		
April 4- April 10 Week 13	Standardized Instrument Fact Sheet, Critique & Presentation	Standardized Instrument Fact Sheet, Critique & Presentation due	
April 11- April 17 Week 14	Standardized Instrument Fact Sheet, Critique & Presentation	Standardized Instrument Fact Sheet, Critique & Presentation due	
April 18- April 24 Week 15	Class wrap up Student Reflections Exam 2	Exam 2	
April 25- May 1	Finals Week	Finals Week	