



UNC
GREENSBORO

Department of Counseling
and Educational Development

CED – 682-01

Application of Measurement and Clinical Appraisal Techniques
Department of Counseling and Educational Development

Instructor: Jennifer D. Deaton, Ph.D., LCMHC
Office: 219A Curry Building
Email: jddeaton@uncg.edu
Office Hours: [By appointment](#)

Course Credit: 3 course credits

Course Time: Thursday 1:00pm – 3:50pm

Course Location: Ferguson Building 322

Course Information:

Bulletin Description: Selecting, administering, and interpreting a variety of standardized and non-standardized instruments, assessments, and appraisal techniques in various settings with diverse populations. Relevant psychometric principles and ethical/legal issues.

Prerequisite/Corequisite: Admission to the Counseling and Educational Development program. Additionally, this course requires a corequisite of CED 653. ([Corresponding Syllabus Below](#))

Intended Audience: Required course sequence for masters-level counseling students.

Student Learning Outcomes:

Goals: This course is designed to enhance understanding and gain practical experience in administering and interpreting evaluative techniques of appraisal commonly used by professional counselors.

Objectives for this course, according to the CACREP 2016 Standards, include:

- F.7.a. - historical perspectives concerning the nature and meaning of assessment and testing in counseling
- F.7.b. - methods of effectively preparing for and conducting initial assessment meetings
- F.7.c. - procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- F.7.d. - procedures for identifying trauma and abuse and for reporting abuse
- F.7.e. - use of assessments for diagnostic and intervention planning purposes
- F.7.f. - basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- F.7.g. - statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- F.7.h. - reliability and validity in the use of assessments
- F.7.i. - use of assessments relevant to academic/educational, career, personal, and social development
- F.7.j. - use of environmental assessments and systematic behavioral observations
- F.7.k. - use of symptom checklists, and personality and psychological testing
- F.7.l. - use of assessment results to diagnose developmental, behavioral, and mental disorders

F.7.m. - ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Required Materials:

Sheperis, C. J., Drummond, R. J., & Dayle Jones, K. (2020). *Assessment procedures for counselors and helping professionals* (9th ed.) The Merrill Counseling Series, Pearson.

COVID-19 Related Policies and Procedures

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Health and Wellness

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses,

strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/>, or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

Course Methods, Policies, and Professional Responsibilities

Classroom Conduct

Students shall honor the rights and respect the dignity of fellow students and are therefore expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. This includes refraining from distracting side conversations and turning off cell phones, laptops, and other electronic devices (unless special learning needs exist and have been pre-approved).

Students shall protect classmates' rights to confidentiality therefore recording is prohibited in all course meetings, practicum sessions, or student meetings unless permission is granted by all participating parties and the instructor. Students should strive to acquire the knowledge taught in class to improve their clinical skills. Finally, students are expected to adhere to the American Counseling Association (ACA, 2014) *Code of Ethics* (<http://www.counseling.org>). Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

Professionalism and Confidentiality

Due to the experiential, interpersonal, and intrapersonal nature of this course professionalism is critical. Within course discussions, students will need to the ability to accept constructive feedback and get along with their peers. Further, confidentiality of personal details, stories, experiences, or narratives shared by other students are not to be disclosed outside of the classroom setting. Please see the instructor if you have any concerns.

Inclusive Learning Environments

As your instructor, I am committed to creating an inclusive, equitable, anti-racist and non-discriminatory learning environment of mutual respect. Within our classroom, our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and a myriad other social identities and life experiences. Inclusive learning environments made up of diverse community, encourages and appreciates expressions of differing ideas, opinions, and beliefs which cultivate opportunity for intellectual and personal enrichment. Dedication to an inclusive learning environment requires a continuous commitment to inclusivity and respect by all participants.

Contra Power Statement

Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms – both direct and indirect – and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf

Religious Holidays

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy,

visit: https://drive.google.com/file/d/OB3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing

Elasticity Statement

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

Adverse Weather

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu)

Method of Instruction

Course materials will be delivered through lecture and discussion, small group work, in-class presentations, role-plays, case studies, laboratory experience, on-line and out of class assignments and other media activities that will enhance learning. The daily format of the class will vary depending on the topic to be covered. Your personal and active involvement in the class is essential and expected. Class sessions are focused on the application of readings and experiences. Therefore, class preparation is expected *before* class.

Class Preparation

At this level of study, completing assigned reading means more than skimming through the materials. Students are expected to carefully review, analyze, and cross-examine the materials in some depth. One of the basic ways to ensure such meaningful and in-depth analysis is to develop good note-taking strategies as you review the materials. Good note-taking may address, but not be limited to the following categories:

- a. Key ideas (theories, concepts, issues, etc.)** Describe/define the key ideas. Describe their significance.
- b. Important quotes of your choice. Write down the quotes.** Describe why you found these quotes to be significant.
- c. Your reactions to the material.** Present your views related to the key ideas (or broader contents).
- d. Discussion questions.** What would you like to know/discuss further about the materials with peers and instructor?

Students are responsible for being prepared for meaningful discussion of the materials at the beginning of every class using the format listed above.

Attendance Policy

Students are expected to attend all class meetings and actively participate in class discussions and activities. Students are expected to come to class prepared by staying current with all readings and other assignments. In depth class discussions, active and knowledgeable participation in class assignments and activities, as well as additional out of class assignments are required and are utilized to assess the student's overall preparation and participation. Failure to meet these requirements will negatively impact the students overall grade for the course.

Absence from more than 10% of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.

Following the above stated policy, missing one or more classes session or excessive tardies (three tardies equals one absence) will result in a reduction in the final grade by one letter grade for the entire course. Additional absences beyond one will result in an additional reduction in the student's possible grade for the entire course.

To clarify, if you miss two classes, or an equivalent number of tardies, the maximum grade you can possibly earn for this course would be a "B". If you miss three, or an equivalent number of tardies, the maximum grade you can possibly earn for this course would be a "C". If you miss four or more classes, or an equivalent number of tardies, you will fail the class (regardless of the amount of points earned).

Late arrival and/or leaving early may constitute an absence. Attendance/participation points will be deducted for arriving late and/or leaving early.

Should the University go online due to the growing concern and safety of the UNCG community, the class will continue with instruction weekly via Zoom platform on Canvas. Students will not be penalized for COVID-related absences.

Instructor Communication

If the student needs to communicate a concern with the instructor, the student is to use email for all correspondence with the instructor. It is inappropriate for the student to use alternative methods (i.e. personal phone, social media, etc.) unless permission given by the instructor. Office hours will be held directly after class each week at which students are welcome to attend for face-to-face correspondence.

Need to schedule a meeting? [Request Here!](#)

Course Recording

This instructor does not consent to recording lectures, meetings, advising meetings, etc. without their knowledge unless otherwise discussed or arranged.

Late Assignment Policy

All assignments are due on the dates specified in the Tentative Class Schedule. **Late work will not be accepted.** If an assignment is not turned in on the due date, the student will receive a "o" for the assignment.

Quiz Make-up Policy

Quizzes cannot be made up. Missing a quiz will result in a grade of "o" for that quiz. If you are absent for a class which results in missing a quiz, the lowest quiz grade will be dropped at the end of the semester to align and accommodate the attendance policy. Quizzes will be administered via Canvas which will include a time limit.

Incomplete Grades

An overall grade of incomplete will only be assigned if there are extenuating circumstances (e.g., prolonged physical or mental health problems) and up until that point, you have been current with course assignments. Appropriate documentation must be provided by the student to verify such circumstances.

Students who receive an incomplete grade ("I") in either this course or the corequisite practicum course (CED 653Q) will result in an incomplete for both courses. **In order to pass either class, students must pass and complete both courses.**

Academic Integrity

Assignments and examination work are expected to be the sole effort of the student submitting the work. Students are expected to follow the [University Academic Integrity Policy](#) ("Policy") and should expect that every instance of a suspected violation will be reported. Students found responsible for violations of the Policy will be subject to academic penalties under the Policy in addition to whatever disciplinary sanctions are applied. Cheating on a test or copying someone else's work, will result in a "0" for the work, possibly a grade of "F" in the course, and, in accordance with the Policy, be referred to the Office of Student Rights and Responsibilities and may result in expulsion from the University. To read the code in its entirety: <https://drive.google.com/file/d/oBorFGGhJvbDHUEXSZmFFaWFmb00/view>

Accommodations

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, oars.uncg.edu. All accommodations must be approved through the Office of Student Disability Services. Please discuss accommodations with your professor during the first week of class. Be proactive in your communication with any information about a disability or medical condition which may affect your course work. Accommodations cannot be provided without appropriate documentation.

Health and Wellness

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

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For additional resources regarding mental health and COVID-19, please visit <https://shs.uncg.edu/cc-coronavirus>.

Academic Course Requirements

Reading Checkpoints (25 points each/75 points total)

Students will be given quizzes at various times throughout the semester. These quizzes will be based on the assigned readings for prior week(s) and may cover any material for the current weeks reading assignment or previously assigned readings up to the date of the quiz. The format of the quiz may be multiple choice, true/false, fill-in-the-blank, and/or short answer/short essay. All quizzes will be given at the beginning of the class session. If you miss a class or are late you will not be able to make up the quiz.

Assessment Critique (50 points)

Complete and present one assessment critique on an assessment you find in *Tests in Print*, the *Mental Measurements Yearbook*, ERIC Test Locator, peer-refereed journals, the Vacc Clinic, or another source described in class. Choice of test must be preapproved by the instructor by September 2nd. The assessment critique should be 3-5 pages in length (*not including title page or references pages*) and written in APA (2019) style. At a minimum, your paper should thoroughly include the following:

- General information (title of the test, include edition and forms if applicable; authors; publisher; dates or publication, include dates of manuals, norms, and supplementary materials; time required to administer; cost of the test, booklets, answer sheets, scoring services),
- Brief description of the purpose and nature of the test (general type of test: individual, group, performance, aptitude; population for which the test was designed: age range, type of person; nature of the content of the test: subtests and separate scores, item types),

- Practical evaluation (qualitative features of test materials: design of test booklet, editorial control, ease of use, attractiveness, durability, appropriateness for intended population; ease of administration: clarity of directions, scoring procedures, computer scoring software, face validity of test, need for test-taker rapport),
- Technical evaluation (norms [type of norms/scores, standardization sample; nature, size, representativeness, procedures for obtaining sample, subgroup norms], reliability [type, procedure to establish reliability, long-term stability], validity [type, procedure]),
- Cultural considerations (accessibility, specific items of value or concern surrounding cultural load, variability across populations, assessment limitations, etc.)
- Reviewer comments from the *Mental Measurements Yearbook* and other sources,
- User qualifications
- Summary evaluation (major strengths/weaknesses; this is your summary and evaluation), and
- References
 - Examples include: ACA Code of Ethics; RUST; Fair Practices Statements; Instrument author, 1-3 reviews; Other definitions of the construct of interest; Mission statement; etc.

Note: All of the above information may not be available/relevant for all tests. The critique must be written in APA Style. This assignment will require you to apply (i.e., carry out or use a procedure in a given situation) and analyze (i.e., break material into its constituent parts and determine how the parts relate to one another and to the overall structure and purpose) the elements of this assignment (Barrio Minto, Gibson, & Wachter Morris, 2016).

Assignment is due prior to the start of class (1:00pm) on **October 28th** via Canvas. No paper or emailed copies will be accepted.

Midterm Exam (100 points total)

You will complete a midterm exam during the semester (*see course schedule below*). All testing material will come from class discussions and readings. The midterm exam will consist of multiple choice and short answer items administered online (Canvas). The exam will open at a designated time with a designated deadline. The midterm exam will be timed and may only be completed once. Once the exam is opened, you must complete the exam in one sitting. You are advised to complete the exam on your computer or laptop (as opposed to a cell phone) in a location with strong Wi-Fi connection. Students are required to adhere to the academic integrity policy and are to complete the exam individually and without the help of others.

Final Exam (100 points)

A **cumulative** final exam will be administered at the conclusion of the semester (*see course schedule below*). All testing material will come from class discussions and readings. The final exam will consist of multiple choice and short answer items administered online (Canvas). The exam will open at a designated time with a designated deadline. The final exam will be timed and may only be completed once. Once the exam is opened, you must complete the exam in one sitting. You are advised to complete the exam on your computer or laptop (as opposed to a cell phone) in a location with strong Wi-Fi connection. Students are required to adhere to the academic integrity policy and are to complete the exam individually and without the help of others.

Grading Scale

Points	Grading Scale
292 – 325	A (90-100%)
260 – 291	B (80-89.99%)
227 – 259	C (70-79.99%)
< 226	F (Below 70%)

If you are concerned about a grade you earned on any assignment/exam/quiz, you must contact the instructor within one week of the grade being posted to Canvas. After this time, posted grades are final and will not be reconsidered.

Tentative Course and Practicum Schedule

Please keep in mind that this schedule is *tentative* and the professor reserves the right to revise the syllabus and course requirements at any time during the semester to facilitate instruction.

Practicum activities and assignments are identified in *blue*.

Week	Date	Topic and Reading	Reading/Assignments Due
1	8/19	Syllabus Review/Introductions Introduction to Assessment	<i>Student Questionnaire</i>
2	8/26	Ethical and Legal Issues in Assessment	Ch. 1-2 Kaur Legha & Miranda, 2020
3	9/2	Assessment Issues with Diverse Populations Methods and Sources of Assessment Information	Reading Checkpoint 1 Test Critique Approval Ch. 3-4 Testing and Assessment with Persons & Communities of Color (reading divided by groups)
4	9/9	<i>AARC Conference – No Class</i>	
5	9/16	Statistical Concepts Understanding Assessment Scores	Ch. 5-6
6	9/23	Reliability/Precision Validity	Reading Checkpoint 2 Ch. 7-8
7	9/30	Selecting, Administering, Scoring and Interpreting Assessment Results	Ch. 9 Midterm Exam Opens
8	10/7	<i>ACES Conference/Fall Break – No Class</i>	
9	10/14	Assessment of Intelligence and General Ability Assessment of Achievement <i>Thinking Styles Inventory</i> <i>Learning Style Inventory</i>	Ch. 10-11
10	10/21	Assessment of Aptitude Career and Employment Assessment <i>Career Decision-Making Difficulties</i> <i>Questionnaire</i>	Ch. 12-13 Nester, M. A. (2003) – Pre- Employment Testing and ADA
11	10/28	Personality Assessment <i>Enneagram</i>	Ch. 14 Assessment Critique due
12	11/4	Clinical Assessment <i>Clinical Assessment of Self-Harm</i> <i>Columbia Suicide Severity Rating Scale</i>	Reading Checkpoint 3 Ch. 15
13	11/11	Assessment in Education <i>Learning and Studying Style Inventory</i>	Ch. 16
14	11/18	Communicating Assessment Results Exam Review	Ch. 17 Final Exam Opens
15	11/25	<i>Thanksgiving – No Class</i>	
16	12/2	<i>Reading Day – No Class</i>	
	12/6		Final Exam Closes <i>Assessment Observations/</i> <i>Assessment Administration due</i>

Supplemental Resources & Texts

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: American Psychological Association.

American School Counselor Association. (2010). *Ethical standards for school counselors*. Alexandria, VA: Author.

HELPFUL WEBSITES:	
American Counseling Association (ACA)	www.counseling.org
American Educational Research Association (AERA)	https://www.aera.net/
Association of Assessment and Research in Counseling (AARC)	http://aarc-counseling.org/
National Board of Certified Counselors (NBCC)	www.nbcc.org
Council for Accreditation of Counseling and Related Education Programs (CACREP)	www.cacrep.org
Chi Sigma Iota (Counseling Academic and Professional Honor Society International)	www.csi-net.org



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Department of Counseling
and Educational Development

CED – 653-07
Practicum in Counseling - Assessment
Department of Counseling and Educational Development

Instructor: Jennifer D. Deaton, Ph.D., LCMHC
Office: 219A Curry Building
Email: jddeaton@uncg.edu
Office Hours: Thursdays 11am – 1pm

Course Credit: 1 course credits

Course Time: Thursday 1:00pm – 3:50pm
Course Location: SOE Building 222

Course Information:

Bulletin Description: Skill development and application of theory to practice in counseling, assessment and consultation through supervised work with clients in a laboratory setting.

Prerequisite/Corequisite: Admission to the Counseling and Educational Development program. Additionally, this course requires a corequisite of CED 682.

Intended Audience: Required course sequence for masters-level counseling students.

Student Learning Outcomes:

Goals: This course is designed to enhance understanding and gain practical experience in administering and interpreting evaluative techniques of appraisal commonly used by professional counselors.

Objectives for this course, according to the CACREP 2016 Standards, include:

- F.7.a. - historical perspectives concerning the nature and meaning of assessment and testing in counseling
- F.7.b. - methods of effectively preparing for and conducting initial assessment meetings
- F.7.c. - procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- F.7.d. - procedures for identifying trauma and abuse and for reporting abuse
- F.7.e. - use of assessments for diagnostic and intervention planning purposes
- F.7.f. - basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- F.7.g. - statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- F.7.h. - reliability and validity in the use of assessments
- F.7.i. - use of assessments relevant to academic/educational, career, personal, and social development
- F.7.j. - use of environmental assessments and systematic behavioral observations
- F.7.k. - use of symptom checklists, and personality and psychological testing
- F.7.l. - use of assessment results to diagnose developmental, behavioral, and mental disorders
- F.7.m. - ethical and culturally relevant strategies for selecting, administering, and interpreting

assessment and test results

Required Materials:

To be provided by course instructor via CANVAS.

Course Methods, Policies, and Professional Responsibilities

Please refer to CED 682 Course Methods and Policies as a corequisite for the course.

Academic Course Requirements

Students in Internship

Students currently participating in internship (*whether in-person or remotely*) are required to complete the following assignments. Failure to complete this assignment will result in a grade of Unsatisfactory (Fail) for the practicum attached to the CED 682 course.

Assessment Observations (25 points/Observation; 50 points total)

Students are required to observe two (2) assessments conducted at their site by a licensed and/or qualified professional (LPC, LCMHC, LCSW, etc.).

- Students are required to confirm completion of the observation via site supervisor signature on the Assessment Observation/Administration Completion Form (see below). A completed form is due no later than the start of the last day of class, **December 6th at 11:59pm**. Assessment Observation/Administration Completion Forms will be submitted via Canvas.

Assessment Administrations (25 points/Administration; 50 points total)

Students are required to administer two (2) assessments with the supervision of the site supervisor.

- Students are required to confirm completion of the administration via site supervisor signature on the Assessment Completion Form (see below). A completed form is due no later than the start of the last day of class, **December 6th at 11:59pm**. Assessment Observation/Administration Completion Forms will be submitted via Canvas.
- Students will complete an Assessment Skills Evaluation (see below) of their own assessment skills for each assessment administered (2). A completed form is due no later than the start of the last day of class, **December 6th at 11:59pm**. Assessment Self-Evaluation will be submitted via Canvas.
- Site Supervisors will complete an Assessment Skills Evaluation for each assessment administered (2) by the student. This is to be utilized as a learning opportunity for the student to learn and improve their assessment skills. A completed form is due no later than the start of the last day of class, **December 6th at 11:59pm**. Assessment Skills Evaluation will be submitted via Canvas.

Students NOT in Internship

Students *not* currently in internship are required to complete the following alternative assignments. Failure to complete this assignment will result in a grade of Unsatisfactory (Fail) for the practicum attached to the CED 682 course.

Students will get with a partner in the class. One student will participate in the role of the counselor to administer and score the assessment. The other student will complete the assessment in the role of the client (*see note below*). Once the assessments are scored, utilize the experience to complete the reflection paper on your role as the “client”.

Assessments (75 points)

Self-administer and score all instruments listed below (*available in the VACC*).

- Beck Anxiety Inventory (BAI)
- Beck Depression Inventory-II (BDI-II)

- NEO Personality Inventory-Revised (NEO-PI-R)
- Minnesota Multiphasic Personality Inventory (MMPI-2)
- Substance Abuse Subtle Screening Inventory-3 (SASSI-3)
- Family Environment Scale (FES)
- Other (free) assessments may be announced

Note: When you are filling out your assessments, please complete them as is most comfortable for you, being mindful of your own boundaries and needs around privacy. That said, you may answer assessment items honestly, provide false answers to sensitive items, and/or answer them as a “client”. Additionally, please note these instruments are **not utilized as a form of evaluation for student performance, are **not** shared or stored as a part of your academic file and are confidential to between the student and instructor. Please speak with your instructor if you have any questions or concerns.*

Reflection Paper (25 points)

Students will reflect on their experience as the “client” and the process of self-administering the above assessments. Referring to the assessments above, reflect on the following:

- What you learned about yourself as a result of taking these assessments (this may include things that surprised you, things you already knew, things you agree with and disagree with). *Be specific.*
- How did this experience influence your work as a counselor (understanding what it feels like to take, give, score, and interpret an assessment)? It is not sufficient to say, “It won’t influence my work.” Consider how your work may be impacted moving forward into your work in later internship(s) and in your career after graduation.
- Which– *if any* – of these assessments you might use in your work as a counselor. If not these, which ones (or kinds of assessments) do you see yourself using? Elaborate.
- What are your strengths and areas of growth related to using assessments in your work as a counselor? How can you work on these moving forward?
- SHOULD BE 3-5 PAGES LONG in APA style (not including title page; no reference page needed)
- Due **December 6th at 11:59pm to Canvas**

Grading Scale

Pass/Fail

This course is a pass/fail course. Failure to complete the above assignments will result in a grade of Unsatisfactory (“U”) for the practicum course attached to the CED 682 course. An overall grade of incomplete (“I”) will only be assigned if there are extenuating circumstances (e.g., prolonged physical or mental health problems) and up until that point, you have been current with course assignments. Appropriate documentation must be provided by the student to verify such circumstances.

Supplemental Resources & Texts

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: American Psychological Association.

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HELPFUL WEBSITES:	
American Counseling Association (ACA)	www.counseling.org
American Educational Research Association	https://www.aera.net/
Association of Assessment and Research in Counseling (AARC)	http://aarc-counseling.org/
National Board of Certified Counselors (NBCC)	www.nbcc.org
Council for Accreditation of Counseling and Related Education Programs (CACREP)	www.cacrep.org
Chi Sigma Iota (Counseling Academic and Professional Honor Society International)	www.csi-net.org